



Fall 2024

Francis Marion University

General Education Report

2021-2022 Academic Year

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Executive Summary

This General Education Report 2021-22 emphasizes and illustrates the connections between The General Education Goals, Student Learning Outcomes (SLOs) and The General Education Requirements. Francis Marion University has nine General Education Goals or Competencies. Table 1 shows changes to Francis Marion University's nine goals. The revised and new goals are reflected in the 2021-22 catalog. The report focuses on Student Learning Outcomes addressing the nine competencies by program/department, course, preparer, and whether the baseline, benchmark, and target of these outcomes are met. The report emphasizes five major reporting areas: College-Level General Education Competencies and Evaluation Process; General Education Reports; Student Learning Outcomes and General Education Goals by Program/Department; Francis Marion University Exit Survey results for academic years 2020-2021 and 2021-22; and Recommendations.

Table (i) shows the number of program/departments reported in the General Education Reports for 2016-2017 to 2021-22 academic years. For academic year 2021-2022, thirty-five programs/departments submitted either the IE Program/Department Reports and/or the General Education Reports. Out of these academic reports, a total of 42 Student Learning Outcomes (SLOs) addressed the nine General Education Goals, that is, two more SLOs compared to the previous academic year. Most of these SLOs were selected from the 100, 200, or 400-level courses. The findings are summarized in *Table (ii)*, which provides the General Education Goals along with program/department, courses, student learning outcomes, and assessment results.

Table (i): Program/Departments Reported in the 2016-2017 to 2021-2022 Academic Years

2016-17 Academic Year	2017-18 Academic Year	2018-19 Academic Year	2019-20 Academic Year	2020-21 Academic Year	2021-22 Academic Year
English Composition	English Composition*	English Composition*	English Composition*	English Composition*	English Composition*
Speech Program	Speech Program	Speech Program*	Speech Program*	Speech Program*	Speech Program*
Department of Biology	Department of Biology*	Department of Biology*	Department of Biology*	Department of Biology*	Department of Biology*
Physics, Industrial Engineering/ Physics & Astronomy	Physics, Industrial Engineering/ Physics & Astronomy*	Physics & Industrial Engineering*	Physics & Industrial Engineering*	Physics, Industrial Engineering & Mechanical Engineering*	Physics, Industrial Engineering & Mechanical Engineering*
Mathematics Program	Mathematics Program*	Mathematics Program*	Mathematics Program*	Mathematics Program*	Mathematics Program*
Department of History	Department of History	Department of History*	Department of History*	Department of History*	Department of History*
Department of Political Science & Geography	Department of Political Science & Geography	Department of Political Science & Geography	Department of Political Science & Geography	Department of Political Science & Geography	Department of Political Science & Geography
Visual Arts Program	Visual Arts Program	Visual Arts Program	Visual Arts Program	Visual Arts Program	Visual Arts Program
	Sociology*	Sociology*	Sociology*	Sociology*	Sociology*
	Theatre Arts	Theatre Arts	Theatre Arts	Theatre Arts	
		Professional Writing Program*	Professional Writing Program*	Professional Writing Program*	Professional Writing Program*
				BA/Liberal Arts*	BA/Liberal Arts*
					English General Education Literature Curriculum*
	Languages				
Chemistry Program		Chemistry*			

*Either submitted a General Education Report or embedded SLOs, addressing the General Education Goals, within Program/Department IE reports

Table (ii): Student Learning Outcomes and Assessment Results by General Education Goals

General Education Goal	Reported			
	Program/Department	Course	SLOs	Assessment Results
Goal 1	English Composition	ENG 101 (2021-2022)*	GE-SLO 1a	Benchmark Met
			GE-SLO 1b	Benchmark Not Met
			GE-SLO 1c	Benchmark Not Met
	Speech Program	SPEECH 101*	SLO 1.0	Direct Assessment Benchmark Not Met Indirect Assessment Benchmark Met
			SLO 4 .0	Direct Assessment Benchmark Met Indirect Assessment Benchmark Met
	Visual Arts Program ¹	ARTH 221	SLO 2.0	Skipped this semester because of in class masking mandate
	Department of History	HIST (100-level courses)*	SLO 2.1	Benchmark Not Met
			SLO 4.0	Benchmark Not Met
	Professional Writing Program	ENG 495*	SLO 1	Benchmark Met Target Met
			SLO 2	Benchmark Met Target Met
			SLO 5	Benchmark Met Target Met
	BA/Liberal Arts	ENG 496	SLO D	Benchmark Met Target Met
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252 *	SLO 1	Baseline Met, Department will vote for Benchmark and Target for next academic year.
			SLO 4	Baseline Met, Department will vote for Benchmark and Target for next academic year.
Goal 2	Visual Arts Program	ARTH 221	SLO 3.0	Benchmark Met
	Speech Program	SPEECH 101*	SLO 3.0	Direct Assessment Benchmark Met Indirect Assessment Benchmark Met
			SLO D	Benchmark Met Target Met
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252*	SLO 1	Baseline Met, Department will vote for Benchmark and Target for next academic year.
Goal 3	Visual Arts Program	Sophomore Students	SLO 6.0	Data not reported for the academic year.
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252*	SLO 2	Baseline Met, Department will vote for Benchmark and Target for next academic year.
			SLO 3	Baseline Met, Department will vote for Benchmark and Target for next academic year.

			SLO 5	Baseline Met, Department will vote for Benchmark and Target for next academic year.
Goal 4	Mathematics Program	Math 111 *	SLO 1.0	Overall Benchmark Met Outcome 1.1 – Benchmark Met Outcome 1.2 – Benchmark Not Met Outcome 1.3 – Benchmark Met Outcome 1.4 – Benchmark Met
			SLO 2.0	Overall Benchmark Not Met Outcome 2.1 – Benchmark Met Outcome 2.2 – Benchmark Not Met Outcome 2.3 – Benchmark Not Met Outcome 2.4 – Benchmark Met
			SLO 3.0	Overall Benchmark Not Met Outcome 3.1 – Benchmark Not Met Outcome 3.2 – Benchmark Not Met Outcome 3.3 – Benchmark Met
			SLO 4.0	Overall Benchmark Not Met Outcome 4.1 – Benchmark Not Met Outcome 4.2 – Benchmark Not Met Outcome 4.3 – Benchmark Not Met Outcome 4.4 – Benchmark Met
	Physics, Industrial Engineering, & Mechanical Engineering	Physical Science 101 - PSCI (Lab) *	SLO #4	1/6 Measurable Outcomes – Benchmark Met
Goal 5	Physics, Industrial Engineering, & Mechanical Engineering	Physical Science 101 - PSCI (Lab) *	SLO #5	1/7 Measurable Outcomes – Benchmark Met
	Department of Biology	BIO 103 & 104*	SLO 1	Benchmark Not Met
Goal 6	Sociology	SOCI 201*	SLO 2	Benchmark Not Met
			SLO 1: 7e	Benchmark Not Met
	Department of History	HIST (100-level courses)*	SLO 2: 7f	Benchmark Not Met
			SLO 5.0	Benchmark Not Met
			SLO 3.0	Benchmark Not Met
Goal 7	Speech Program	SPEECH 101*	SLO 6.0	Benchmark Not Met
	Department of History	HIST (100-level courses)*	SLO 2.0	Direct Assessment Benchmark Met Indirect Assessment Benchmark Met
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252*	SLO 5.1	Benchmark Not Met
Goal 8	Department of Political Science and Geography	POL 101	SLO 3	Baseline Met, Department will vote for Benchmark and Target for next academic year.
		POL 103	SLO 1.0	Target Met
Goal 9	Physics, Industrial Engineering, & Mechanical Engineering	Physical Science 101 - PSCI (Lab) *	SLO 2.0	Target Met
	Visual Arts Program	ARTH 221	SLO #9	1 Measurable Outcome – Benchmark Not Met
	Sociology	SOCI 201*	SLO 3	Benchmark Met
	Speech Program	SPEECH 101*	SLO 3: 9b	Benchmark Not Met
			SLO 1	Direct Assessment

				Benchmark Not Met Indirect Assessment Benchmark Met
			SLO 3	Direct Assessment Benchmark Met Indirect Assessment Benchmark Met
	Political Science & Geography	POLI 295	SLO 3	Benchmark Met
	Professional Writing Program	ENG 495*	SLO 1	Benchmark Met Target Met
			SLO 2	
			SLO 3	
			SLO 4	
			SLO 5	
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252*	SLO 4	Baseline Met, Department will vote for Benchmark and Target for next academic year.

* Submitted General Education Program/Department report
Note: Assessment Methods and Action Items for each SLO can be viewed in General Education Competencies section.

The Exit Survey in *Appendix A* is a voluntary survey given to all Francis Marion University's graduating seniors. Two previous surveys i.) the Career Development Graduate Exit Employment Survey (Career Development Office) and ii.) the Exit Survey (from the Office of Human Resources and Institutional Research) were combined to form the new Exit Student Survey. The Exit Survey consists of 7 sections i.) Demographic Information, ii.) Reason for Attending FMU, iii.) Financial Obligations, iv.) Support Services, v.) Future Formal Education, vi.) FMU Educational Experience, and vii.) Employment and Experience. The Office of Institutional Effectiveness collaborated with the Vice President for Administration and Planning, Center for Academic Success and Advisement (CASA), Provost's Office, and Academic & Student Support Services units to create the first Spring 2019 Exit Survey.

The survey was administered online for the first-time in the 2019-2020 academic year. Furthermore, approximately more than 90% of the Summer 2021, Fall 2021, and Spring 2022 graduates completed the survey. Providing the exit surveys electronically has proven fruitful

especially during the COVID-19 pandemic. It has also curtailed data entry errors, printing charges, human resources, time during commencement exercises and entering of student responses.

The final part of the report discusses students' evaluation of their success in achieving The General Education Goals and satisfaction level of their Education program of study (non-major requirements). Specifically, the report examines Section V – FMU Educational Experiences of the Exit Survey (see Appendix A). Section V measures success of each goal based on students' perception and experiences. The survey uses a Likert scale ranging from strongly agree to strongly disagree. The results for each goal for the 2021-2022 academic year are tallied and illustrated in *Table 21 and Figures 3 to 12*. Following, *Figure 13* shows students' satisfaction level based on their General Education program of study (non-major requirements), while *Table 22* shows perceptions of their educational experiences, major, overall experience, general education and instruction. Tables 23 & 24; and *Figures 14 & 15* in the report illustrate responses on students' engagement level and experiences across activities on and off campus. Finally, for the first time in spring 2022, respondents' parents' educational attainment level (neither parent attended college; at least one attended college but earned no credential or degree; at least one parent earned a certificate; at least one parent earned an associate's degree; and at least one parent earned a bachelor's degree or higher) was documented and final frequencies and percentages are seen in *Table 25 and Figures 16 & 17*.

In conclusion The General Education Report (2021-2022) emphasizes on five major areas: College-Level General Education Competencies and Evaluation Process; General Education Reports; Student Learning Outcomes and General Education Goals by Program/Department; and Francis Marion University Exit Survey results for 2021-22 academic year

General Education Requirements

Table 1 shows changes to Francis Marion University's nine goals. The revised and new goals are reflected in the 2020-2021 catalog on page 59. These changes are i.) Goal 3 in 2019-2020 was eliminated in the 2020-2021 academic year, ii.) Goal 7 in 2019-2020 split into two major goals in 2020-2021 specifically as Goal 6 and Goal 7, iii.) Goals 4, 5, and 6 in 2019-2020 are now Goals 3, 4, and 5 in 2020-2021 with changes in their descriptions except for Goal 5 in 2020-2021 and v.) the descriptions of Goals 1, 2, 5 and 9 changed in 2020-2021.

Table 1: General Education Goals

2019-2020 & 2021-2022 Catalogs

2019-2020 General Education Goals		General Education Goals (2021-2022)	
Goal 1	The ability to write and speak English clearly, logically, creatively, and effectively.	Goal 1	The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.
Goal 2	The ability to read and listen with understanding and comprehension.	Goal 2	The ability to demonstrate comprehension of different forms of communication.
Goal 3	The ability to use technology to locate, organize, document, present, and analyze information and ideas.	Goal 3	The ability to explain artistic processes and evaluate artistic product.
Goal 4	The ability to explain artistic processes and evaluate artistic product.	Goal 4	The ability to use fundamental math skills and principles in various applications.
Goal 5	The ability to use fundamental mathematical skills and principles in various applications	Goal 5	The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.
Goal 6	The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.	Goal 6	The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.
Goal 7	The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.	Goal 7	The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.
Goal 8	The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.	Goal 8	The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.
Goal 9	The ability to reason logically and think critically in order to develop problem solving skills and to make informed and responsible choices.	Goal 9	The ability to apply critical thinking skills to assess arguments and solve problems.

Courses which satisfy General Education Program requirements are listed in *Table 2*.

These requirements are grouped into six areas of knowledge (see *Table 2*) – Communication, Social Sciences, Humanities, Humanities/Social Sciences Elective, Mathematics, and Natural Sciences, and the program nine educational goals associated with them.

Table 2: General Education Requirements

GENERAL EDUCATION REQUIREMENTS		
Area	Semester Hours	
	B.S.	B.A.
1. Communications	9 hours	21 hours
a. English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	6	6
b. Speech Communication 101	3	3
c. Foreign Language (B.A. requires completion of a 202 level course)	0	12
2. Social Sciences	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology ^a	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259 ^b		
3. Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101 ^b	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 ^b	3	3
4. Humanities/Social Sciences Elective	0 hours	3 hours
Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	0	3
5. Mathematics	6 hours	6 hours
Mathematics (a minimum of 6 hours: Mathematics 111, (or 111E) and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	6	6
6. Natural Sciences (Laboratories are required with all courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science ^c	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science ^c		
Psychology 206/216, or Honors 280-289 ^d	4	0
^d Must be a four credit hour course with laboratory		
(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c.)		
Total Semester Hours for the General Education Program	48 hours	59 Hours

Following is *Table 3* depicting Departments or Programs that offer courses from the disciplines listed in *Table 2*. *Table 3* also identifies whether or not the respective academic units assessed the extent to which the unit achieved one or more of the nine general education goals. Seven units submitted a separate General Education reports, and five reports embedded SLOs within their report. Six units did not identify how they addressed General Education Goals and six areas of student-knowledge.

Table 3: IE Reports from Departments/Programs which offer courses for General Education Credit

Submitted IE Report	Submitted Separate General Education Report	Had Embedded SLOs
Theatre Arts		
Visual Arts		Yes
History	Yes	
Political Science and Geography		Yes
Physics and Engineering	Yes	
Biology	Yes	
Art Education/Fine Arts		
English Composition	Yes	
Mathematics	Yes	
Sociology	Yes	
Professional Writing		Yes
Music		
Speech		Yes
Languages		
BA/Liberal Arts		Yes
Psychology		
Chemistry		
English General Education Literature Curriculum	Yes	

General Education Assessment

For the 2021-2022 academic year, thirty-five programs/departments submitted program/department Institutional Effectiveness (IE) reports to the Office of Institutional Effectiveness. Ten programs/departments also provided their General Education Reports or embedded their SLO's within their Program/Department reports. These programs/departments were English Composition; Speech Program, Department of Biology; Physics, Industrial Engineering and Mechanical Engineering; Mathematics Program; Department of History; Department of Political Science & Geography; Visual Arts Program; Sociology; Professional Writing Program, BA/Liberal Arts Program; and English General Education Literature Curriculum. Data for assessing General Education Goals was extracted from two other Program/Department reports (Department of Political Science & Geography; and Visual Arts Program).

The Student Learning Outcomes (SLOs) for the General Education Goals were collected from each program/department General Education IE Report and the program/department IE Report, see *Table 4*. SLOs relevant to General Education Goals were drawn from 100, 200 and 400 level courses. Shown in *Table 5* are the courses, and the number of SLOs drawn from the course with the corresponding General Education Goal. The specific SLOs that correspond to a General Education Goal can be found in *Tables 8 to 20*. Alternatively, *Table 6* provides the General Education Goals and corresponding courses along with the program/department and the authors of the program/department IE and General Education IE reports.

Table 4: Identifying Student Learning Outcomes

	Academic year 2017-18	Academic year 2018-19	Academic year 2019-2020	Academic year 2020-2021	Academic year 2020-2021
# of Program/Departments	34	34	34	35	35
# of Program/Departments Submitting General Education IE Reports & Program/Department IE Reports	6	9	8	9	10
# of Submitted Program/Department Reports	28	25	26	26	25
Total Number of Student Learning Outcomes (SLOs) Addressing General Education Goals	44	47	42	40	42

Next, on Table 7, the General Education course requirements are listed by areas of student knowledge (Communication, Social Sciences, Humanities, Humanities/Social Sciences Elective, Mathematics, and Natural Sciences) for the bachelor programs. Column three of *Table 7* lists the courses with SLOs addressing General Education Goals (GEGs). Following, columns four and five, students at Francis Marion University must complete 48 semester hours to satisfy the General Education Requirements for the B.S., B.B.A, B.G.S, and B.S.N degrees, and students completing the B.A., B.B.A., B.G.S degrees are required to take 59 semester hours of General Education Requirements.

Table 5: Student Learning Outcomes addressing General Education Goal(s) by Course(s) and Programs/Departments.

Department/Program	Course Number	General Education Goals	Student Learning Outcomes
English Composition	ENG 101*	Goal 1	3
Speech Program	Speech 101 *	Goal 1 & 9	1
		Goal 7	1
		Goal 2 & 9	1
		Goal 1	1
Department of Biology	BIOL 103 and BIOL 104*	Goal 5	2
Physics & Industrial Engineering	PSCI 101 (Lab)*	Goal 4 & Goal 5 & Goal 9	3
Mathematics Program	Math 111*	Goal 4	4
Department of Political Science & Geography	POL 101 & POL 103	Goal 8	2
	POLI 295	Goal 9	1
Visual Arts Program	ARTH 221	Goal 1	1
		Goal 2 & Goal 9	1
	Sophomore Students	Goal 3	1
Department of History	Lower-division (100 level courses)*	Goal 1	2
		Goal 6	3
		Goal 7	1
Sociology	SOCI 201*	Goal 6	2
		Goal 9	1
Professional Writing Program ¹	ENG 495	Goal 1 & Goal 9	3
		Goal 9	2
BA/Liberal Arts	ENG 496*	Goal 1 & Goal 2	1
English General Education Literature Curriculum	ENG 250 ENG 250g Eng 251 ENG 252	Goal 1, Goal 2 & Goal 9	2
		Goal 3 & Goal 7	3
Total Student Learning Outcomes			42

* Programs/Departments Submitted General Education Reports

¹ Changes are due to updating Program/Department SLOs.

Table 6: Course(s) used to assess General Education Goals by Department and Preparer

General Education Goal	Reported		
	Program/Department	Course	Preparer
Goal 1	English Composition	ENG 101 (2021-2022)*	Catherine C. England
	Speech Program	SPEECH 101*	Bryan Fisher
	Visual Arts Program	ARTH 221	Jessica Willis
	Department of History	HIST (100-level courses)	Scott Kaufman
	Professional Writing Program	ENG 495*	Christine Masters
	BA/Liberal Arts	ENG 496	Shawn Smolen-Morton
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252	Jessica Marley & Megan Woosley-Goodman
Goal 2	Visual Arts Program	ARTH 221	Jessica Willis
	Speech Program	SPEECH 101*	Bryan Fisher
	BA/Liberal Arts	ENG 496	Shawn Smolen-Morton
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252	Jessica Marley & Megan Woosley-Goodman
Goal 3	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252	Jessica Marley & Megan Woosley-Goodman
	Visual Arts Program	Sophomore Students	Jessica Willis
Goal 4	Physics & Industrial Engineering	Physical Science 101 - PSCI (Lab) *	Larry Engelhardt
	Mathematics Program	Math 111 *	Thomas Fitzkee, Kevin LoPresto, Nicole Panza, George Schnibben, and Sophia Waymyers
Goal 5	Department of Biology	BIO 103 and BIOL 104 *	Jason Doll
	Physics & Industrial Engineering	Physical Science 101 - PSCI (Lab) *	Larry Engelhardt
Goal 6	Sociology	SOCI 201*	Jessica Burke
	Department of History	HIST (100-level courses)	Scott Kaufman
Goal 7	Department of History	HIST (100-level courses)	Scott Kaufman
	Speech Program	SPEECH 101*	Bryan Fisher
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252	Jessica Marley & Megan Woosley-Goodman
Goal 8	Department of Political Science and Geography	POL 101	Richard Almeida
		POL 103	Richard Almeida
Goal 9	Physics & Industrial Engineering	Physical Science 101 - PSCI (Lab) *	Larry Engelhardt
	Visual Arts Program	ARTH 221	Jessica Willis
	Sociology	SOCI 201*	Jessica Burke
	Speech Program	SPEECH 101*	Bryan Fisher
	Professional Writing Program	ENG 495*	Christine Masters
	Political Science and Geography	POLI 295	Richard Almeida
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252	Jessica Marley & Megan Woosley-Goodman

* Submitted General Education Program/Department report

Table 7: Course(s) with Student Learning Outcomes addressing General Education Goals by Areas of Student Knowledge

Areas of Student Knowledge	Courses		Course(s) with SLOs Mapping to GEG	B.S., B.B.A, B.G.S, B.S.N	B.A., B.B.A., B.G.S
Communications				9 Hours	21 Hours
	1	English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	ENG 101 (2021-2022) ENG 495 & ENG 496	6	6
	2	Speech Communication 101	Speech 101	3	3
	3	Foreign Language (B.A. requires completion of a 202 level course)		0	12
Social Sciences				9	9
	1	Political Science 101 or 103	POLI 101, POLI 103 & POLI 295	3	3
	2	Anthropology, Economics, Geography, or Sociology	SOCI 201	3	6
	3	Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	SOCI 201 POLI 101, POLI 103, & POLI 295	3	0
Humanities				12	12
	1	Literature (any language)	ENG 250, ENG 250G, ENG 251, & ENG 252	3	3
	2	History	HIST (100-level courses)	3	3
	3	Art 101, Music 101, or Theatre 101		3	3
	4	Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269	ARTH 221 & Sophomore Students HIST (100-level courses) ENG 250, ENG 250G, ENG 251, & ENG 252	3	3
Humanities/ Social Sciences Elective				0	3
	1	Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	POLI 101, POLI 103, & POLI 295 SOCI 201 HIST (100-level courses)	0	3
Mathematics				6	6
	1	Mathematics (a minimum of 6 hours: Mathematics 111 and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	Math 111	6	6
		B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)			
Natural Sciences (Laboratories are required with all courses)				12	8
	1	Biology	BIOL 103 & BIOL 104	4	4
	2	Chemistry, Physics, or Physical Science	Physical Science 101 – PSCI (Lab)	4	4
	3	Astronomy, Biology, Chemistry, Physics, Physical Science, Psychology 206/216, or Honors 280-289	BIOL 103 & BIOL 104 Physical Science 101 - PSCI (Lab)	4	0
Total Semester Hours for the General Education Program				48	59

Each General Education Goal had Student Learning Outcomes ranging from three to fourteen outcomes; and between two to ten courses addressing each goal. Below are Francis Marion University's nine General Education Goals addressed with (i) listed 100-200 and 400 level courses; (ii) number of Student Learning Outcomes; and (iii) the number of Student Learning Outcomes meeting their Benchmark or Target. These findings, with the exception of the action items are also reported in *Table (ii)*.

Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.

- English 101, Speech 101, ARTH 221, HIST (100-Level Courses), ENG 495, ENG 496, ENG 250, ENG 250G, ENG 251 and ENG 252.
- 14 Student Learning Outcomes
- Assessment Results –
 - Benchmark or Target Met for six out of ten Student Learning Outcomes
 - Two SLOs met their baseline. Benchmarks and targets will be established in the next academic years.
 - 1 SLO had both direct and indirect assessments. Benchmark not met for the direct assessment and benchmark met for the indirect assessment.
 - 1 SLO had no results reported due to the COVID-19 pandemic.

Goal 2. The ability to demonstrate comprehension of different forms of communication.

- Courses in ARTH 221, SPEECH 101, ENG 496, ENG 250, ENG 250G, ENG 251 and ENG 252.
- 4 Student Learning Outcomes
- Assessment Results –
 - Benchmark or Target Met for three out of the three Student Learning Outcomes
 - One SLO met their baseline. Benchmark and target will be established in the next academic years.

Goal 3. The ability to explain artistic processes and evaluate artistic product.

- Sophomore Students (Visual Arts Program), ENG 250, ENG 250G, ENG 251 and ENG 252.
- 4 Student Learning Outcomes
- Assessment Results –
 - 1 SLO: No data reported for the academic year.
 - 3 SLOs met their baseline. Benchmark and target will be established in the next academic years.

Goal 4. The ability to use fundamental math skills and principles in various applications.

- PSCI (Lab) and Math 111
- 5 Student Learning Outcomes with multiple measures amongst the two subjects
- Assessment Results –
 - Benchmark Met for eight out of twenty-one Sub-Student Learning Outcomes (measures). Overall Benchmarks for Math 111 were met for one out of four main SLOs. Multiple measures assessed using both Direct and Indirect Assessment.

Goal 5. The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.

- PSCI (Lab), BIOL 103 and BIOL 104.
- 3 Student Learning Outcomes
- Assessment Results –
 - 3 SLOs Benchmark Not Met. One SLO had Benchmark Met for one out of the seven measurable outcomes.

Goal 6. The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.

- SOCI 201 and HIST (100-Level Courses)
- 5 Student Learning Outcomes
- Assessment Results –
 - 5 SLOs Benchmarks Not Met.

Goal 7. The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.

- SPEECH 101, HIST (100-Level Courses), ENG 250, ENG 250G, ENG 251 and ENG 252.
- 3 Student Learning Outcomes
- Assessment Results –
 - One out of two SLOs Benchmark or Target Met. One of these SLOs had both Direct and Indirect Assessment for which Benchmarks were Met.
 - One SLO met their baseline. Benchmark and target will be established in the next academic years.

Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

- POL 101 and POL 103
- 2 Student Learning Outcomes
- Assessment Results –
 - Two SLOs Targets Met.

Goal 9. The ability to apply critical thinking skills to assess arguments and solve problems.

- PSCI (Lab), ARTH 221, SOCI 201, SPEECH 101, ENG 495, ENG 250, ENG 250G, ENG 251, ENG 252 and POLI 295.
- 12 Student Learning Outcomes
- Assessment Results –
 - Benchmark or Target Met for eight out of eleven Student Learning Outcomes. 2 SLOs out of the 11 had both direct and indirect assessments. Benchmark not met for 1 out of 2 of the SLOs' direct assessments. Benchmark met for 2 out of the two indirect assessments.
 - One SLO met their baseline. Benchmark and target will be established in the next academic years.

Student Learning Outcomes and General Education Goals by Program/Department

The programs/departments listed below addressed the General Education Program using a total of 42 Student Learning Outcomes (SLOs).

- English Composition
- Speech Program
- Department of Biology
- Physics
- Mathematics Program
- Department of History
- Department of Political Science & Geography
- Visual Arts Program
- Sociology
- Professional Writing Program
- BA Liberal Arts
- English General Education Literature Curriculum

The sections on the following pages provide individual program/department results along with a summary of:

- 1.) Course(s) or component(s) of the educational programs that provide students with the opportunities to attain the college-level competencies.
- 2.) College-level general education competencies.
- 3.) A description of the Student Learning Outcomes used to assess the extent to which the students have achieved the college-level competencies.
- 4.) The assessment method(s) used to address the college-level competencies.
- 5.) The assessment results used to address the college-level competencies.
- 6.) The action items used to improve college-level competencies for the next academic year(s).

English Composition

Preparer: Dr. Catherine C. England submitted both the Program/Department IE report and the General Education Program/Department report.

Introduction

FMU's Composition Program holds four primary goals:

1. To prepare students to use language conventions and styles for writing in a variety of rhetorical situations
2. To deepen students' understanding of the power and influence of written, digital, and visual texts, both those they read and those they writing themselves
3. To develop students' information literacy
4. To guide students through processes of reflection so they can evaluate and improve their current and future reading and writing practices.

While we recognize FMU's Composition Program's vital role in FMU's General Education requirements and view its four programmatic goals as being tied to these goals, there is one General Education goal to which the composition program is closely linked:

Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments. [Note: The composition program divided this goal into three measures: 1a, the ability to compose effectively with rhetorical awareness; 1b, the ability to integrate relevant research when appropriate; and 1c, the ability to produce developed, insightful arguments.]

Program Assessment and Extension to General Education Goals

Our Composition Program goals unfold in conjunction with individual course student learning outcomes. In the academic year 2021-2022, the program pulled from indirect and direct assessments. Specifically, 402 composition students, or about 83% of fall composition students taking any composition course, participated in a writing attitude survey. In addition, we performed a direct assessment of our ENGL 101. Our end-of-the-semester direct assessment of ENGL 101 consisted of 109 randomly selected portfolios. For a complete explanation of the assessment methods, refer to the English Composition Program's Institutional Effectiveness Report: Academic Year 2021-2022. That report also contains the program's mission as well as the results of direct and indirect assessment.

In order to assess the above General Education goals, our First-Year Advisory Committee created and assessed those same 109 randomly selected papers based on the below measures:

- Goal-GE-SLO 1a: The portfolio demonstrates the student's ability to compose effectively with rhetorical awareness.

- Goal-GE-SLO 1b: The portfolio demonstrates the student's ability to integrate relevant research when appropriate.
- Goal-GE-SLO 1c: The portfolio demonstrates the student's ability to produce developed, insightful arguments.

Again, papers were scored on a 4-point scale where 4 excelled at meeting the SLO, 3 satisfied the SLO, 2 partially met the SLO, and 1 failed to meet the SLO. Since this is relatively General Education goal, and thus, our first time assessing it for English 101, baselines are not yet available. The benchmark for the general education goal is set at 75%. The assessment method and process mirrored our programmatic assessment; in addition, it was also grouped into our examination of whether or not a third reader was needed.

Table 8: Student Learning Outcomes and General Education Goals (1)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 101	English Composition	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	Goal-GE-SLO 1a: The portfolio demonstrates the student's ability to compose effectively with rhetorical awareness.	Again, papers were scored on a 4-point scale where 4 excelled at meeting the SLO, 3 satisfied the SLO, 2 partially met the SLO, and 1 failed to meet the SLO. Since this is relatively General Education goal, and thus, our first time assessing it for English 101, baselines are not yet available. The benchmark for the general education goal is set at 75%. The assessment method and process mirrored our programmatic assessment; in addition, it was also grouped into our examination of whether or not a third reader was needed.	A) RESULTS: 80% of the student papers successfully met this measure, or 87 out of 109 had an average score of 2.5 or greater on the 4-point scale.
			Goal-GE-SLO 1b: The portfolio demonstrates the student's ability to integrate relevant research when appropriate.		A) RESULTS: 55% of the student papers successfully met this measure. Specifically, 60 out of 109 papers had an average score of 2.5 or greater on a 4-point scale.
			Goal-GE-SLO 1c: The portfolio demonstrates the student's ability to produce developed, insightful arguments.		A) RESULTS: 56% of student papers successfully met this measure. Specifically, 61 out of 109 papers had an average score of 2.5 or greater on a 4-point scale.

Action Items:

SLO 1a: BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. There was a 5% decrease from last year's assessment of 102, but overall, students are still doing well with this measure even in English 101. Because this is the first year, we have assessed it for 101, we are still working to establish baselines for that course, which as a more introductory course, we would expect to achieve lower scores than English 102.

SLO 1b: BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was not met. While 82% of students in English 102 achieved this measure last year, we have to expect a much lower score for 101, which does not focus as much on research and is an introductory course. Since this is our first time assessing this measure for 101, we are still forming expectations for what is normal for 101.

SLO 1c: BENCHMARK ACHIEVEMENT AND DISCUSSION: BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was not met. This is the first time we have assessed this goal for 101; thus, baselines are in process. This score was lower than that which was achieved by 102 students last year (81% successfully met the measure), but again, we would expect a lower score from a more introductory class.

Speech Program

Preparer: Dr. Bryan Fisher submitted the program/department IE report.

Table 9: Student Learning Outcomes and General Education Goals (1, 2, 7, and 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Speech 101	Speech Pro-gram	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.	Direct Assessment All five SLOs were assessed using the <i>Competent Speaker</i> form designed by the National Communication Association. With this instrument, we measured student ability two times during the course. The first assessment was given at the beginning of the course when students delivered their informative speeches, and the second was given at the end of the course when students presented their persuasive speeches. Through this process, we were able to measure the impact of the course on student ability. Before each semester began, all Speech 101 instructors were given a randomly generated set of five numbers, each under twenty. By applying these five numbers to their rosters, instructors identified the random list of five students to assess in each of their sections. For the first major speech, all Speech 101 instructors used the <i>Competent Speaker</i> evaluation form to assess these five students in each of their sections. Designed by the National Communication Association, the <i>Competent Speaker</i> form includes eight competencies. Students received either a 1 (unsatisfactory), a 2 (satisfactory), or a 3 (excellent) in each of the eight competencies. The total score received was between eight and twenty-four. These same five students in each section were then evaluated using the same form and guidelines for their last major speeches near the end of the semester. Their performances on each evaluation were then compared. BASELINE: The baseline for each of the eight competencies as well as for the total of the eight	Direct Assessment In the 2021-2022 academic year, 87 students were assessed using the direct measure. As indicated in the table below, the benchmark of a 5% improvement from the first major speech (Informative Speech) to the last major speech (Persuasive Speech) was achieved for the aggregate of all 8 competencies. Additionally, the benchmark was achieved for 6 of the 8 individual competencies. While this marks a decline in performance from last year, it still represents improvement over the results 2 years ago. This represents a normalizing of this new measure as well as indicates the disruption caused by the pandemic and the relatively low
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.			
		Goal 7: The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	SLO 2.0: Students will learn to analyze the needs and interests of a given audience.		
		Goal 2: The ability to demonstrate comprehension of different forms of communication.	SLO 3.0: Students will learn to research and offer support for the content of the message		
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.			

		<p>Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p>	<p>SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.</p>	<p>competencies was established from last year's results as shown below.</p> <p>BENCHMARK: Assessed students will improve their score on each of the eight competencies from their first major speech to the last major speech by an average of 5%.</p> <p>TARGET: In the next three to five years assessed students will increase their score by an average of 10% on each of the eight competencies from their first major speech to their last major speech.</p> <p>Indirect Assessment At the end of each semester, all Speech 101 students are asked to complete an online self-report survey that measures the extent to which they perceive they have improved. It is a five-question survey using a Likert-style scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)</p> <p>BASELINE: The results from the 2020-2021 indirect assessment and newly established baseline are as follows:</p> <p>The self-report survey asks the extent to which, after taking the course, they feel more confident in their ability to:</p> <p><i>choose and narrow a topic for a given audience and a given amount of speaking time. 85%</i></p> <p><i>gather quality research material to support thesis and main points. 85%</i></p> <p><i>organize material into a clear message and easy-to-follow progression. 86%</i></p> <p><i>use appropriate and effective language for a given audience and speaking situation. 88%</i></p> <p><i>offer a clear and smooth delivery of the message. 83%</i></p> <p>BENCHMARK: 80% of responding students will offer a positive endorsement (indicate <i>agree</i> or <i>strongly agree</i>) on each of the five questions on the Likert-styled survey. TARGET: In the next three to five years, 85% of students will offer a positive endorsement (indicate <i>agree</i> or <i>strongly agree</i>) on each of the five questions on the Likert-styled survey.</p>	<p>number of students assessed last year.</p> <p>As the extent to which the five SLOs are achieved is determined by student performance in each of the eight competencies, the results suggest that 4 of the 5 SLOs were met this academic year. SLO 1.0 needs attention.</p> <p>Indirect Assessment In the 2021-2022 academic year 100 students completed the indirect measure. The benchmark of 80% of assessed students offering a positive endorsement (indicate <i>agree</i> or <i>strongly agree</i>) on each of the five questions on the Likert-styled survey was surpassed.</p>
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Table 9a: Direct Assessment Results

Type of Speech (2021-2022)		Competency								Average Total 8 Comp	%
		One	Two	Three	Four	Five	Six	Seven	Eight		
Informative Speech	Mean	2.41	2.17	2.10	2.23	2.34	1.86	2.28	1.74	2.14	71.41
	Average %	80.46	72.41	70.11	74.33	78.16	62.07	75.86	57.85		
	Std. Deviation	0.756	0.781	0.732	0.710	0.567	0.851	0.726	0.723		
	N	87	87	87	87	87	87	87	87		
Persuasive Speech	Mean	2.30	2.43	2.32	2.20	2.53	2.07	2.47	2.02	2.29	76.39
	Average %	76.63	80.84	77.39	73.18	84.29	68.97	82.38	67.43		
	Std. Deviation	0.779	0.772	0.707	0.696	0.644	0.818	0.546	0.762		
	N	87	87	87	87	87	87	87	87		

Indirect Assessment Results

The self-report survey asks the extent to which, after taking the course, they feel more confident in their ability to:

choose and narrow a topic for a given audience and a given amount of speaking time. 93%

gather quality research material to support thesis and main points. 94%

organize material into a clear message and easy-to-follow progression. 95%

use appropriate and effective language for a given audience and speaking situation. 94%

offer a clear and smooth delivery of the message. 87%

Action Items:

DIRECT:

From the 2020-2021 Institutional Effective Report “Additionally, we recognize the anomalous nature of this past year and despite rather impressive numbers, we will not be changing our benchmarks. With numbers down considerably and students attending classes in a variety of ways (in person, online, hybrid...etc), we look forward to more data with which to draw more definitive conclusions.” The 2021-2022 results appear to bear out the anomalous nature of the 2020-2021 academic year. While there was a decline in performance from 2020-2021 to 2021-2022, the latest results indicate improvement from 2019-2020. As more data is gathered over the years and our

instrument normalizes, the large swings in results should be minimized. That said, the poor results on competencies 1 (*Chooses and narrows a topic appropriately for the audience and occasion*) and 4 (*Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose*) need to be addressed.

The SLO directly affected by these results is SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.

Time issues in public speaking are a direct result of two primary problems, a lack of practice and a lack of organization. We will spend more time explaining the importance of practice. We will provide students with more practice strategies and emphasize the need to approximate the actual speech setting as much as possible when practicing. We will stress the point that playing the speech over in one's head while driving or doing other things does not constitute adequate practice and can easily result in making the situation worse.

Our outline process is designed to require the students to follow a precise structure for their speeches. This should result in a clear organizational pattern. Students often mistakenly believe that the speech is somehow a step beyond the outline rather than an oral representation of the outline. They falsely believe that the outline is merely a shell of the speech. This causes them to include things into the presentation that were not part of the overall organization of the outline. This results in a lack of structure and usually, time problems. We need to impress upon our students that the outline, while not a manuscript, is the speech. They are given the organizational tools they need in the outline process; we need to make sure that these carry over into the presentation. We can spend more time in class showing our students how the outlines become presentations. We can use the samples of written outline we provide our students for in-class exercises. We can have our students take sections of those samples and practice converting that written work into an oral message.

INDIRECT:

The results of the indirect assessment indicate that Speech 101 instruction has been successful in building student confidence in regard to all five SLOs. All measures greatly surpassed our benchmark of 80%, and the lowest result was measure five at 87%. Measure 5 asks students' confidence in their ability to *offer a clear and smooth delivery of the message*. This likely results from the unwarranted weight students tend to give delivery over other aspects of the speech process. It is also the aspect that makes them the most anxious. It follows that this measure would show the lowest result. As mentioned in the previous section, in order to address this in our classes, we can spend more time stressing the importance of the other aspects of the speech process while explaining that delivery is only one part. Further, we can help build their confidence by giving them more in-class opportunities to practice, showing them examples of great speeches that didn't have perfect deliveries (focusing on the unattainability of perfection), and providing more focused feedback on individual aspects of delivery.

Direct Assessment Tool

Competent Speaker form includes eight competencies as follows:

- 1) Chooses and narrows a topic appropriately for the audience and occasion.*
- 2) Communicates thesis/purpose in a manner appropriate for the audience and occasion.*
- 3) Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience and occasion.*
- 4) Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.*
- 5) Uses language appropriate for the audience and occasion.*
- 6) Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate for the audience and occasion.*
- 7) Uses pronunciation, grammar, and articulation appropriate for the audience and occasion.*
- 8) Uses physical behaviors that support the verbal message.*

Department of Biology

**Preparer: The General Education Program/Department report was submitted by
Dr. Jason Doll.**

Executive Summary of Report

The Biology Department assessed student achievement this year in two general education courses offered by the department (Biology 103 and 104) with cumulative exams. This academic year we again used “pre-post testing” to assess achievement from the beginning to the end of the semester. We administered different but comparable forms of each exam that we created to ensure that the student is not taking the same exam twice. Achievement did meet benchmarks and targets for both classes. Achievement improved by 40% in Biology 103 and 21% in Biology 104 from the beginning of the semester to the end of the semester. We will continue discussions of issues related to achievement. To maintain and improve student performance we will enhance instruction in areas we determine from the exam results that need to be reinforced.

General Education - Science-Related Student Learning Outcomes:

The Department of Biology offers two courses that non-majors may take to complete science-related general education requirements at FMU (Biology 103 and 104). To assess student success in meeting the science-related learning outcomes 1 and 2 above, a course-specific cumulative exam (multiple choice format) was administered. We implemented the use of “pre- post testing” to assess achievement from the beginning to the end of the semester in each course. We created different but comparable forms of each exam to ensure that the student is not taking the same exam twice. We administered the exam to Biology 103 students at the beginning and at the end of the fall semester 2021 (103, section 1). The online section of Biology 103 only received the exam at the end of the semester. We administered the exam to Biology 104 students at the beginning and at the end of the spring 2022 semester. We regard the mean percent score of the exam results for all students to be a reasonable indicator of student-success in meeting the science-related general education learning outcomes.

Table 10: Student Learning Outcomes and General Education Goals (5)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
BIO 103 & 104	Department of Biology	Goal 5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.	1. The student will have the ability to describe the natural world.	1. The student will have the ability to describe the natural world at the overall average of: Baseline (3-year average of Bio 103 and Bio 104) 66%, Benchmark 66%, Target (4 year, set in 2021) 68%, as measured by a cumulative exam.	1. The students demonstrated the ability to describe of the natural world at an average of 61% as measured by a cumulative exam. Since that is less than the benchmark of 66% and the target of 68%, neither of those goals was achieved.
			2: The student will have the ability to critically analyze experimental evidence and reach conclusions.	2. The student will the ability to critically analyze experimental evidence and reach conclusions at the overall average of: Baseline (3-year average of Bio 103 and Bio 104) 60%, Benchmark 60%, Target (4 year, set in 2019) 64%, as measured by a cumulative exam.	2. The students demonstrated the ability to critically analyze experimental evidence and reach conclusions at an average of 53% as measured by a cumulative exam. Since that is less than the benchmark of 60% and the target of 64%, neither of those goals was achieved.

Assessment Results Continued

Student Learning Outcomes

1. The student will have the ability to describe the natural world.
2. The student will the ability to critically analyze experimental evidence and reach conclusions.

Tables 1 below lists the exam questions that apply to each learning outcome and summarizes the results. We administered exams at the beginning and the end of the semester.

Table 1. Summary of results of the Biology 103 cumulative exam administered in Fall 2021 at the beginning and at the end of the semester. Exams were not administered in the 2020-2021 semesters due to COVID-19 related restrictions. Results from the end of the Fall 2019 semester are included for comparison.

Table 10a and 10b: SLO Results

Student Learning Outcome	Assessment (questions that pertain to each learning outcome)	Result (Mean percent correct)		
		Fall 2019 End	Fall 2021 Beginning	Fall 2021 End
1. The student will have the ability to describe understanding of the natural world.	1, 6-8, 11-15	71.4	56.9	83.2
2. The student will have the ability to critically analyze experimental evidence and reach conclusions.	2-5, 9, 10, 16-18	65.6	54.4	73.2
Number of students		132	53	86
Overall mean		68.5%	55.7%	78%

Table 2. Summary of results of the Biology 104 cumulative exam administered in Spring 2022 at the beginning and at the end of the semester. Results from the end of the Spring 2021 semester are included for comparison.

Student Learning Outcome	Assessment (question that pertains to each learning outcome)	Result (Mean percent correct)		
		Spring 2021 End	Spring 2022 Beginning	Spring 2022 End
1. The student will have the ability to describe understanding of the natural world.	1, 2, 4,6-8, 10, 11,15, 17, 19,21-23	61.3	68.4	82.7
2. The student will have the ability to critically analyze experimental evidence and reach conclusions.	3, 5, 9, 12 -14, 16, 18, 20, 24, 25	53.0	53.7	65.0
Number of students		68	43	87
Overall mean		57.2%	61.9%	74.9%

Student achievement exceeded the benchmarks and targets of both SLO 1 (understanding the natural world) nor SLO 2 (critically analyze experimental evidence and reach conclusions) (Benchmarks: SLO 1 66%, SLO 2 60%; Targets: SLO 1 68%, SLO 2 64%) in both the overall exam average and on questions that assessed each SLO separately. Achievements at the beginning of Spring 2022 in Biology 104 were higher than achievements at the end of Spring 2021. The low scores in 2021 were likely due to COVID-19 related impacts. Overall achievement increased by 40% in Biology 103 and 21% in Biology 104 from the beginning of the semester to the end of the semester.

Action Items:

An action plan that addresses the following areas is being developed for implementation during the next academic year:

Student Learning Outcomes

1. The student will have the ability to describe the natural world.
 2. The student will have the ability to critically analyze experimental evidence and reach conclusions.
-
1. We will continue to administer the cumulative exams in both semesters (Bio 103 Fall, Bio 104 Spring) and to as many sections of the courses as possible.
 2. To improve student achievement, faculty reinforced certain core principles and concepts and critical thinking skills. Benchmarks and targets were achieved in Bio 104. We will ensure that instruction will continue to be enhanced in all areas in both courses in 2022-2023.
 3. We will continue our practice of administering pre- and post- exams at the beginning and end of the courses in the 2021-2022 academic year. Creation of different but comparable forms of each exam for both courses (Bio 103 and 104) was completed but evaluation of the results for reliability and refinement of the exams is not complete and will be carried over to the 2022-2023 academic year.
 4. We evaluated the exams for balance between content vs critical thinking. However, the evaluation of exams based on individual exam item analysis results from test item statistics will be carried over to 2022-2023 to determine if more question refinement is warranted. That continued evaluation and revision of the exams to better assess the students will be carried over to the 2022-2023 academic year.

Physics, Industrial Engineering/Physics and Astronomy

Preparer: Dr. Larry Engelhardt submitted the Program/Department Physics IE report and the General Education Program/Department report.

Table 11: Student Learning Outcomes and General Education Goals (4, 5 & 9)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes - General Education Program Goals	Assessment Method - Measurable Outcomes	Assessment Results	
					Pre-Test Results (N=204)	Post-Test Results (N=197) Benchmark of 7
PSCI 101	Physics, Industrial Engineering, Mechanical Engineering	Goal #4: The ability to use fundamental mathematical skills and principles in various applications. Goal #5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions. Goal #9: The ability to apply critical thinking skills to assess arguments and solve problems.	#4: The ability to use fundamental mathematical skills and principles in various applications. #5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions. #9: The ability to apply critical thinking skills to assess arguments and solve problems.	1. Identify all testable variables that might affect desired property (cart's acceleration, pendulum's time period) Gen Ed goals: #5	5.2	6.3
				2. Design experimental tests to eliminate (rule out) variables that do not affect the desired property. Gen Ed goals: #4 and #5.	4.4	6.8
				3. From experimental results, identify trends in the data related to variables that do have a significant effect on the desired property, such as direct or inverse relationships. Gen Ed goals: #4, and #5	5.1	6.7
				4. Demonstrate proficiency in the data collection and analysis process; accurate measurements and computations. Gen Ed goals: #4, and #5.	4.9	7.2
				5. Identification and minimization of sources of experimental errors, both random and systematic; computation of <i>percent difference</i> or <i>percent error</i> where appropriate. Gen Ed goals: #4, and #5	4.4	6.6
				6. Demonstrate ability to draw valid conclusions based on experimental results; recognize strengths and limitations of experimental process. Gen Ed goals: #4, #5 and #9	4.4	6.7
				7. Where appropriate, develop an empirical equation that describes a particular relationship (such as that between the pendulum's length l and its time period T). Gen Ed goals: #4, and #5	N/A	6.4

Scoring follows a 1-10 scale, 10 being the highest score. Benchmark: 7/10 (70%).

Baseline:

2019-2020: 8.4, 7.2, 7.2, 8.2, 8.8, 7.3, and 7.0

2020-2021: 7.6, 6.8, 7.5, 7.5, 6.6, 7.0, and 7.5

Benchmark: Students will score at least 7/10 (70%) on each of the seven measurable outcomes being assessed.

Commentary/Actions

The benchmark (70%) was met for one of the seven outcomes. For the other six outcomes, the benchmark was almost met – with scores above 60% for all outcomes. However, this year's scores do not represent a decrease from the baseline. This is likely because PSCI 101 labs are being done differently than they were in the past, and the assessment is no longer well aligned with the activities that take place in lab. To address this, we will be revisiting how the Gen Ed goals are addressed in PSCI 101, and we might modify the PSCI 1010 Lab Assessment.

Mathematics Program

Preparer: Drs. Thomas Fitzkee, Kevin LoPresto, Nicole Panza, George Schnibben, and Sophia Waymyers submitted the Program/Department IE report and the General Education Program/Department report.

Table 13: Student Learning Outcomes and General Education Goals (4)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Math 111	Mathematics Program	Goal 4: The ability to use fundamental mathematical skills and principles in various applications.	<p>SLO 1.0: Students will be proficient in the techniques for evaluating functions and graphs.</p> <p>Outcome 1: Students will demonstrate competence to evaluate a function from its graphical representation.</p> <p>Outcome 2: Students will demonstrate competence to evaluate an exponential function.</p> <p>Outcome 3: Students will demonstrate competence to evaluate a rational function.</p> <p>Outcome 4: Students will respond to a statement concerning their confidence in their ability to evaluate functions and graphs.</p>	For direct assessments, instructors of College Algebra II (Math 111) will collect student work samples of various graded assignments throughout the semester to assess problems that call for students to demonstrate proficiency in basic computational techniques listed in SLO 1.1 - SLO 1.3, SLO 2.1 – SLO 2.3, SLO 3.1 – SLO 3.2, and SLO 4.1 – SLO 4.3. Student samples will be evaluated	<p><i>Outcome 1 did achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p> <p><i>Outcome 3 did achieve the benchmark.</i></p> <p><i>Outcome 4 did achieve the benchmark.</i></p> <p><i>SLO 1.0's overall benchmark was achieved.</i></p>
			<p>SLO 2.0: Students will be proficient in the techniques for solving polynomial equations.</p> <p>Outcome 1: Students will demonstrate competence to solve a polynomial equation with rational solution(s).</p> <p>Outcome 2: Students will demonstrate competence to</p>		<p><i>Outcome 1 did achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p> <p><i>Outcome 3 did not achieve the benchmark.</i></p>

			<p>solve a quadratic equation with irrational solutions.</p> <p>Outcome 3: Students will demonstrate competence to solve a geometric word problem leading to a quadratic equation.</p> <p>Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations, predominantly quadratic equations.</p>	<p>based on an algebra performance rubric on a scale from 0 – 100 for each outcome. The target is a mean score of 70 of all direct student assessments.</p>	<p><i>Outcome 4 did not achieve the benchmark.</i></p> <p><i>SLO 2.0's overall benchmark was not achieved.</i></p>
			<p>SLO 3.0: Students will be proficient in the techniques for solving rational equations.</p> <p>Outcome 1: Students will demonstrate competence to solve a rational equation.</p> <p>Outcome 2: Students will demonstrate competence to solve a word problem involving distance, rate, and time.</p> <p>Outcome 3: Students will respond to a statement concerning their confidence in their ability to solve rational equations.</p>	<p>For indirect assessments of SLO 1.4, SLO 2.4, SLO 3.3, and SLO 4.4 students will have the opportunity to complete a survey on which they will state their confidence (1 = not confident, 2 = confident, and 3 = very confident) in their ability to evaluate or solve the listed equation type(s). The surveys are completed at the end of the semester but</p>	<p><i>Outcome 1 did not achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p> <p><i>Outcome 3 did not achieve the benchmark.</i></p> <p><i>SLO 3.0's overall benchmark was not achieved.</i></p>
			<p>SLO 4.0: Students will be proficient in the techniques for solving exponential, radical, and logarithmic equations.</p> <p>Outcome 1: Students will demonstrate competence to solve an exponential equation.</p>		<p><i>Outcome 1 did not achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p>

			<p>Outcome 2: Students will demonstrate competence to solve a radical equation.</p> <p>Outcome 3: Students will demonstrate competence to solve a logarithmic equation.</p> <p>Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve exponential, radical, and logarithmic equations.</p>	<p>before course grades are calculated. The target is mean score of 2.0 of all student responses.</p>	<p><i>Outcome 3 did not achieve the benchmark.</i></p> <p><i>Outcome 4 did achieve the benchmark.</i></p> <p><i>SLO 4.0's overall benchmark was not achieved.</i></p>
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Table 13a: Assessment Results

Assessment Problem	2018-19	2019-20	2020-21	2021-22
Goal 1.0 Outcome 1	67.3	65.1	68.3	73.4
Outcome 2	64.4	59.7	68.1	58.4
Outcome 3	84.6	88.3	86.6	86.8
Outcome 4	2.06	2.14	2.30	2.06
Goal 2.0 Outcome 1	74.8	82.0	80.4	72.8
Outcome 2	57.9	67.7	74.6	63.9
Outcome 3	54.7	54.3	59.1	61.8
Outcome 4	2.33	2.34	2.32	2.23
Goal 3.0 Outcome 1	64.1	70.1	79.4	68.1
Outcome 2	50.5	57.4	65.1	60.2
Outcome 3	2.15	2.24	2.34	2.22
Goal 4.0 Outcome 1	53.3	66.9	67.8	55.9
Outcome 2	54.1	73.9	74.4	59.9
Outcome 3	50.9	70.0	71.1	59.8
Outcome 4	2.02	2.15	2.33	2.08

Action Items:

Instructors of Math 111 sections were assigned specific assessment problems to examine student work samples to identify errors students made and suggest tactics to reduce errors.

SLO 1:

Outcome 1: No suggestions recommended.

Outcome 2: The most common error in student work samples was incorrectly identifying the values of A (future value) and P (principal value). Instruction should include practice to quickly identify this type of word problem and use the correct values of A and P.

Outcome 3: No suggestions recommended.

SLO 2:

Outcome 1: A quarter of the student work samples correctly factored the expression but did not solve the equation. Instruction should stress difference between expressions which are simplified and equations which are solved. More practice factoring expressions should also be included.

Outcome 2: The most common error in student work samples was a sign error in evaluating the discriminant. Instruction should include practice of basic operations with signed numbers and review of simplifying radical expressions

Outcome 3: The most common error in student work samples was no attempt. Instruction should include practice drawing a figure to represent a geometric problem and labelling it according to problem specifications.

SLO 3:

Outcome 1: The most common errors were incorrectly determining the least Common denominator, distributive property mistakes, and arithmetic miscalculation. Instruction should reinforce understanding of LCD by explicitly labeling this as a step in the solution process..

Outcome 2: Instruction for these type of problems directs students to make a Distance, Rate), and Time (DRT) table. The two most common errors were incorrectly stating an expression in the time column and attempting to add/subtract/multiply expressions for time. Instruction should assign a problem for students to work through in class and practice filling in the columns, writing down the DRT equation, and using this relationship in the solution. Also, instruction should emphasize that the resulting equation is a rational equation and should to be approached using the same problem-solving methods learned in section 6.4.

SLO 4:

Outcomes 1-3: The most common errors in student work samples were incorrectly applying arithmetic operations to an equation. Instruction should emphasize the valid things to do to an equation, such as do the same thing to both sides, switch the equation (if $A = B$, conclude $B = A$), and re-express one side and keep the other side going (if $A = B$ and $B = C$, then conclude $A = C$).

Department of History

Preparer: Dr. Scott Kaufman submitted the Program/Department IE report.

Table 14: Student Learning Outcomes and General Education Goals (1, 6 & 7)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Lower-division (100 level courses)	Department of History	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	SLO 2.1: The student can effectively offer analysis that supported the thesis statement.	Direct Assessment The department utilizes a Course-Level Assessment form that is filled out twice for each History course, first at midterm and then again at the end of the semester. This form assesses students' writing and analytical skills, with the professor indicating the number of students who exceeded, met, or did not meet expectations. This is very similar to Lawshe's Content Validity Ratio that is used by the Council for the Accreditation of Educator Preparation. Lawshe's Ratio relies on a judging panel to determine if the content of a particular assignment is "essential," "useful but not essential," or "not necessary." Indirect Assessment Around the middle of each semester, the department gives an on-line survey to students in all History classes. There are two such surveys, one for lower-level courses and an expanded survey for upper-level classes. The former consists of 24 questions and asks students a variety of questions, including several related directly to SLOs 2.1, 4.0, 5.0, and 5.1, such as whether: 1) they can write an essay that supports a thesis statement with evidence; 2) they feel prepared to write a historical essay; 3) they can discern the relationship between cause and effect at particular	Lower-division (100-level courses) on-line survey. Results: 79%
			SLO 4.0: The student could effectively write an historical essay.		Benchmark Not Attained Lower-division (100-level courses) on-line survey. Results: 70% Benchmark Not Attained
		Goal 7: The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	SLO 5.1: The student would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations.		Lower-division (100-level courses) on-line survey. Results: 79% Benchmark Not Attained

		Goal 6: The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.	SLO 5.0: The student could accurately explain how people have existed, acted, and thought in particular historical periods.	time periods; and 4) they can see connections between historical events, ideas, and values over time. In its 2018-2019 IE report, the History Department established a benchmark of 80% for SLOs 2.1, 4.0, 5.0, and 5.1; in the 2020-2021 school year, it raised its benchmark for SLO 4.0 to 81% but kept the benchmark the same for the other three SLOs. Those benchmarks have since that time remained unchanged.	Lower-division (100-level courses) on-line survey. Results: 78.5% Benchmark Not Attained
			*SLO 3.0: Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time.	SLO 2.1 Baseline: 81.8% Benchmark: 80% Target: 85% SLO 3.0 Baseline: 77.2% Benchmark: 82% Target: 85% SLO 4.0 Baseline: 81.3% Benchmark: 81% Target: 83% SLO 5.0 Baseline: 78.1% Benchmark: 80% Target: 82% SLO 5.1 Baseline: 82.6% Benchmark: 80% Target: 82%	Lower-division (100-level courses) on-line survey. Results: 80% Benchmark Not Attained
			*SLO 6.0: Could explain what influence the past has on the present.	Baseline: 87.2% Benchmark: 84% Target: 87%	Lower-division (100-level courses) on-line survey. Results: 81% Benchmark Not Attained

**SLO's used from the History Program/Department report*

The following table shows the results of the CLA forms for the fall and spring for each of the four SLOs. The percentage reflects those students who “met” or “exceeded” expectations.

<i>SLO</i>	<i>FALL 2021 Midterm</i>	<i>FALL 2021 Final</i>	<i>SPRING 2022 Midterm</i>	<i>SPRING 2022 Final</i>
2.1	67.7%	76.3%	77.7%	80.7%
4.0	70%	79.2%	79.4%	77.9%
5.0	69.2%	76.3%	77.7%	79.5%
5.1	68.4%	77.2%	80%	80.4%

Indirect Measurement

Around the middle of each semester, the department gives an on-line survey to students in all History classes. There are two such surveys, one for lower-level courses and an expanded survey for upper-level classes. The former consists of 24 questions and asks students a variety of questions, including several related directly to SLOs 2.1, 4.0, 5.0, and 5.1, such as whether: 1) they can write an essay that supports a thesis statement with evidence; 2) they feel prepared to write a historical essay; 3) they can discern the relationship between cause and effect at particular time periods; and 4) they can see connections between historical events, ideas, and values over time.

The SLOs

In its 2018-2019 IE report, the History Department established a benchmark of 80% for SLOs 2.1, 4.0, 5.0, and 5.1; in the 2020-2021 school year, it raised its benchmark for SLO 4.0 to 81% but kept the benchmark the same for the other three SLOs. Those benchmarks have since that time remained unchanged.

Results

The results that follow are for General Education (100-level) courses only:

SLO 2.1 The student could effectively offer analysis that supported the thesis statement.

Lower-division (100-level courses) on-line survey. Results: 79% **Benchmark Not Attained**
 Course-Level Assessments (Qualitative Analysis). Results: 74.3% **Benchmark Not Attained**
Average: 76.7% **Benchmark Not Attained**

SLO 4.0 The student could effectively write an historical essay.

Lower-division (100-level courses) on-line survey. Results: 70%	Benchmark Not Attained
Course-Level Assessments (Writing). Results: 76.8%	Benchmark Not Attained
Average: 73.4%	Benchmark Not Attained

SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods.

Lower-division (100-level courses) on-line survey. Results: 78.5%	Benchmark Not Attained
Course-Level Assessments (Critical Thinking). Results: 75.1%	Benchmark Not Attained
Grand Total: 76.8%	Benchmark Not Attained

SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations.

Lower-division (100-level courses) on-line survey. Results: 79%	Benchmark Not Attained
Course-Level Assessments (Area Knowledge). Results: 75.8%	Benchmark Not Attained
Grand Total: 77.4%	Benchmark Not Attained

History Department Action Items

It is clear from the data that students in General Education courses in most cases are confident in their abilities, but, with the exception of SLO 4.0, did not perform as well on their assignments as they thought they would. Compared to the 2020-2021 school year—see the chart on the next page—the department witnessed a dramatic regression in student performance in the fall semester of the 2021-2022 school year, especially on the midterm; this may be attributed, at least in part, to the lingering effects of Covid. However, with the exception of SLO 4.0, student performance consistently improved. The spring semester was particularly telling: on the midterm, students did better in the spring of 2022 than they did in the corresponding semester for 2021 when it came to SLOs 4.0 and 5.1; with the exception of SLO 5.0, the students in the spring of 2022 outperformed those a year prior.

Action Items for 2020-2021

Table 14b: Direct Assessment Results

<i>SLO</i>	<i>FALL 2020 Midterm</i>	<i>FALL 2020 Final</i>	<i>SPRING 2021 Midterm</i>	<i>SPRING 2021 Final</i>
2.1	76.4%	79.8%	78.4%	75.3%
4.0	80.8%	82.6%	78.4%	76.7%
5.0	74%	79.8%	78.2%	83.8%
5.1	76%	83.4%	78.9%	75.3%

Despite the fact that student performance in 2021-2022 in most cases consistently improved, the department again met none of its benchmarks; this points to the need for the department to continue its efforts to “close the loop,” that is, adopt measures to enhance student performance. These measures (action items) are divided into two categories, those that are broader in nature and those that are SLO-specific. Because there are indications that the actions the department took to improve student performance are bearing fruit—as indicated by the scores for the spring semester—these action items are largely the same as the year before.

Broader Actions

The department will continue to emphasize to students the importance of budgeting time to prepare for tests, especially final exams.

- Professors in all General Education History classes need to emphasize to students the importance of the skills and knowledge required of them to perform well on their writing assignments. This applies not only to in-class essays, but take-home assignments.
- Given that the coronavirus may continue to affect classes, the department will urge all professors to be knowledgeable in the use of technology to impart information and deliver assignments.

o In connection with the above action item, the department has used ARPA funds provided in 2022 to purchase technology that will permit professors to offer virtual or hybrid courses should such a need arise.

SLO-Specific Actions

SLO 2.1 The student can effectively offer analysis that supported the thesis statement.

The department will take the following measures to improve this SLO:

- Require students to visit the Writing Center for all History courses.

- Provide a clearer understanding that an essay has a thesis statement, and that the essay needs to provide not just narrative (who, when, and what), but to explain how and why events occurred as they did.
- Encourage instructors to make clearer distinctions between what is narrative in their lectures and assignments, and what is analysis.
- Devote greater attention to essay- and paper-writing so that students understand a paper requires not only narrative but analysis to defend the argument they are trying to make.

SLO 4.0 The student could effectively write an historical essay.

The department will take the following measures to improve this SLO:

- Require students to visit the Writing Center for all History courses.
- The department has taken additional steps to improve essay-writing—including the creation of a Power Point on that subject—but has to devote greater emphasis to this subject.

SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods.

The department will take the following measures to improve this SLO:

- Require students to visit the Writing Center for all History courses.
- Emphasize to students that History is the study of not simply groups or institutions, but of individuals whose decisions and actions many times have far-reaching consequences.
- Make sure students understand that a variety of forces lead to societal change over time, and that by looking at those particular historical periods one can more clearly discern why individuals at those points in time made the decisions and/or took the actions they did.

SLO 5.1 The student would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations.

The department will take the following measures to improve this SLO:

- Redouble its efforts to make sure students understand the importance of historical chronology. In turn, they will better see that the actions taken by individuals or the events that have taken place have one or more precursors.
- Be clear to students that those precursors can change over time; hence, what may have caused an event to take place at one point in time may not necessarily lead to a similar outcome later, even though the variables themselves may seem analogous.
- Require students to visit the Writing Center for all History courses.

Department of Political Science and Geography

Preparer: Dr. Richard A. Almeida submitted the Program/Department IE report.

Table 15: Student Learning Outcomes and General Education Goals (8)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
POL 101 POL 103 POL 295	Department of Political Science & Geography	Goal 8: The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.	SLO 1.0: Political Science students will perform at the: Baseline (average of past 3 years' SLO results) of 75%, Benchmark of 60%, Target of 80% when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers in POLI 101.	SLO 1.0: Political Science students in POLI 101 will perform at the: Baseline (average of past 3 years' SLO results) of 75%, Benchmark of 60%, Target of 80% when describing and explaining content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by ten multiple choice questions embedded in tests across all POL 101 classes.	SLO 1.0: Political Science Students, in POLI 101 on average, performed at the 70% level [baseline 75%, benchmark 60%, target 80%] when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the ten questions embedded in exams across all POLI 101 sections. Benchmark: Met
			SLO 2.0: Political Science students will perform at the: Baseline (average of past 3 years' SLO results) of 77%, Benchmark of 60%, Target of 80% when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers in POLI 103.	SLO 2.0: Political Science students, in POLI 103 on average, will perform at the: Baseline (average of past 3 years' SLO results) of 78%, Benchmark of 60%, Target of 80% when describing and explaining content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by ten multiple choice questions embedded in tests across as POL 103 classes.	SLO 2.0: Political Science Students, in POLI 103 on average, performed at the 74% level [benchmark = 60%] when DESCRIBING and EXPLAINING content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the three multiple choice questions embedded in class tests across all POLI 103 sections. Since our goal was 80%, this target was not achieved. Benchmark: Met

		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 3.0: Political Science students will perform at the: Baseline (average of past 3 years' SLO results), Benchmark of 70%, Target of 80% when evaluating and interpreting quantitative and qualitative political analysis.	SLO 3.0: Political Science students in POLI 295 will evaluate and interpret quantitative and qualitative political analysis at the: Baseline (average of past 3 years' SLO results) of , Benchmark of 70%, Target of 80% as measured by performance on the final examination and two additional problem sets, one which tests qualitative and mixed methods skills. Another tests quantitative skills and understanding of relevant methods. Both assessments use a combination of problem sets as well as data analysis exercises using software like SPSS, Stata, or R.	Political Science Students in POLI 295, on average, performed at the 74% level [benchmark = 70%, target 80%] in evaluating and interpreting qualitative and quantitative political analysis. This was measured by performance on the final exam as well as on three problem sets assigned throughout the semester. Benchmark: Met
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Action Items:

As the targets for SLO 1.0 and 2.0 were not met in the 2021-2022 academic year, the department will recalculate the 3-year rolling averages for new baseline results and continue with these measures in the 2022- 2023 year for those SLOs.

In addition, the department now offers two additional required course (POLI 277 – Careers in Political Science and POLI 285 – Political Theory). The department is developing Student Learning Outcomes and assessments for these two courses during the 2021-2022 academic year. The Department anticipates being able to assess POLI 285 and include those results in the 2022-2023 Institutional Effectiveness report.

Visual Arts Program

Preparer: Ms. Jessica Willis submitted the Program/Department IE report.

Table 16: Student Learning Outcomes and General Education Goals (1, 2, 3, 4, & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ARTH 221	Visual Arts Program	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	SLO 2.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class essay writing will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 2.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. DIRECT ASSESSMENT METHOD: grading of rubric sheet INDIRECT ASSESSMENT: the quality of a student's first day course questionnaire is often a strong indicator of vocabulary, grammar, and basic writing skills. Collecting thoughts and ideas, then extemporaneously writing them into a coherent, grammatically correct, and concise form is a supreme yet fundamental academic skill to possess.	SLO 2.0: SKIPPED THIS SEMESTER BECAUSE OF IN-CLASS MASKING MANDATE (LIFTED ONLY TOWARDS END OF SEMESTER)
		Goal 2 & Goal 9 Goal 2: The ability to demonstrate comprehension of different forms of communication. Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 3.0: The percentage of students in ARTH 221 course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 3.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. DIRECT ASSESSMENT METHOD: grading of fill-in the blanks sheet (sequence of paragraphs taken from the required course text book). INDIRECT ASSESSMENT: Course questionnaire — students are asked directly about how they rate their own reading comprehension skills. Reading comprehension is a traditionally weak area for Visual Arts majors across the nation so testing students' skills at discerning and inferring information from their college-level art history survey text is a primary course and life goal.	SLO 3.0: 30 of 36 students met 90% target score (83% success rate exceeds goal). Much improved

Sophomore Students	Visual Arts Program	Goal 3: The ability to explain artistic processes and evaluate artistic product.	<p>SLO 6.0: The percentage of students achieving mastery on the senior exit exam on reading and comprehension of basic drawing, two- and three-dimensional design, art history and visual arts emphasis will reach or exceed a 75% mean score.</p> <p>PLO learning goals: 1, 2, and 5.</p>	<p>SLO 6.0: The percentage of students achieving mastery on the senior exit exam on reading and comprehension of basic drawing, two- and three-dimensional design, art history and visual arts emphasis will reach or exceed a 75% mean score.</p> <p>DIRECT ASSESSMENT METHOD: measured by four different multiple-choice tests. One test for each of the following areas: basic drawing, two- and three-dimensional design, art history and visual art emphasis.</p>	SLO 6.0: Data not reported for the academic year.
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Action Items:

SLO 2.0: Due to COVID-19 mask restrictions presentations were not held and no data was provided. We anticipate being able to collect data in the next academic year.

SLO 3.0: 30 of 36 students met 90% target score (83% success rate exceeds goal) Much improved because we allowed students to rewrite their essay if necessary. We are pleased with exceeding the goal of 75% of students reaching a 90% target score and will continue with our current methods.

Sociology

Preparer: Dr. Jessica Doucet submitted the Program/Department IE report and Dr. Jessica Burke submitted the General Education Program/Department report.

Table 17: Student Learning Outcomes and General Education Goals (6 & 9)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
					AY 2020-21 AY 2021-2022
SOCI 201	Sociology	Goal 6: The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	SLO 1: 7e: Recognize how other influences affect individual behavior. Assessment Item #1 Why would sociologists who study academic performance be interested in the lives of college freshmen before they enter college? And, Assessment Item #3 Which of the following statements is TRUE in society?	SLO 7-e: Recognize how other influences affect individual behavior. SLO 1 was assessed using two items from a direct measure of student knowledge in ten Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 81.76%. The benchmark is 80%. The average score of students for SLO 1 (Gen Ed Goal 7) is 63.02%. The benchmark for AY 2021-2022 was not met. The target average score the department would like to achieve is 85% in five years.	81.76% 63.02%
			SLO 2: 7f: Recognize how other influences affect collective behavior. Assessment Item #2 If you possess a sociological imagination and someone asks you to study unemployment rates in a city of 50 million people where 15 million are unemployed, what would you conclude? And, Assessment Item # 5 Which of the following is NOT an example of how norms influence collective behavior?	SLO 7-f: Recognize how other influences affect collective behavior. SLO 2 (Gen Ed Goal 7) was assessed using two items from a direct measure of student knowledge in ten Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 92.70%. The benchmark is 80%. The average score of students for SLO 2 is 75.57%. The benchmark for AY 2021-2022 was not met. The target average score the department would like to achieve is 85% in five years.	92.70% 75.57%

		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 3: 9b: Ability to think critically. Assessment Item #2 If you possess a sociological imagination and someone asks you to study unemployment rates in a city of 50 million people where 15 million are unemployed, what would you conclude? And, Assessment Item #4 A _____ would view crime as serving a purpose for society, while a _____ would view crime as a result of lacking resources (e.g., unavailability of jobs).	SLO 9-b: Ability to think critically. SLO 3 was assessed using two items from a direct measure of student knowledge in ten Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 85.48%. The benchmark is 80%. The average score of students for SLO 3 is 70.27%. The benchmark for AY 2021-2022 was not met. The target average score the department would like to achieve is 85% in five years.	85.48% 70.27%
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Action Items:

1. SLO 1 (Gen Ed Goal 7): Recognize how other influences affect individual behavior.

Given the substantial decrease in student scores for this competency area, the department plans to increase the scope of their lecture materials and assignments to emphasize the influence of social forces on individual behaviors. The department aims to emphasize this area to increase student scores within the next five years. Written assignments and class discussions that highlight the application of societal structures and forces on individual attitudes, choices, and behaviors were incorporated into all Sociology 201 courses (including those held in an Online format). The writing assignments presented in 201 courses remain vast and require student participation. These assignments include: applying concepts (e.g., health care) to media, observations of real world phenomenon, such as the division of household labor and creating a budget based on the poverty threshold, and using Internet resources. Faculty will continue to use instructional films on certain topics, such as poverty, health care, and immigration. Such films are regularly used to initiate class discussions. Moreover, faculty plan to incorporate projects in addition to writing assignments and films that will allow students to apply their personal, real world experiences with larger society. The department aims for such assignments and discussions to improve student scores in this area in the future.

2. SLO 7-f: Recognize how other influences affect collective behavior.

The General Education Goals have changed in recent years, and the department recognizes that Goal 7 now includes the following: “The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.” The part of Goal 7 that emphasizes “the ability to recognize diverse social and cultural practices” can be measured by the Sociology Department;

however, the assessment will need to be adjusted accordingly. The department plans to discuss this modification at the first department meeting of the fall 2022 semester. The items that assess how other influences affect collective behavior will be replaced with items that align more with Goal 7 and “the ability to recognize diverse social and cultural practices” for the next General Education I.E. report (AY 2022-2023).

The benchmark for SLO 2 was not met. Although SLO 2 will be changing next year, the faculty will increase their efforts in the classroom to emphasize the importance of social factors and collective behavior. These efforts will include incorporating videos, discussion, and in-class assignments that emphasize the importance of culture, norms, conformity, and social movements on group choices and behaviors. Stepping up efforts in these areas should increase student knowledge in this area.

3. SLO 9-b: Ability to think critically.

Student scores decreased in this competency area for the current academic year. The benchmark was not met. The department plans to increase their efforts in this area by incorporating more writing assignments and exam questions that emphasize critical thinking skills, specifically applying sociological concepts to real world events and individual experiences. Adopting projects that enable students to apply their own lives to societal processes will serve to increase students’ critical thinking skills as well. During this academic year, the faculty utilized specifically focused assignments to further illustrate how sociological concepts are applicable to the social world as a whole and to individuals. These assignments include, but are not limited to: creating a budget based on poverty thresholds, comparing gender roles in the context of 5 household labor, completing the 20 statements test to determine if one is more individualistic or group oriented, and completing assignments based on culture, racial/ethnic discrimination, and health care on a global basis. Such assignments and videos link concepts and ideas to the real world, which aims to foster student critical thinking skills in Sociology 201 courses.

Professional Writing Program

Preparer: Dr. Christine Masters submitted the Program/Department IE report

Table 18: Student Learning Outcomes and General Education Goals (1 & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENGLISH 495 Students in Internship	Professional Writing Program	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	SLO 1: Apply rhetorical strategies in developing content appropriate to audiences in professional environments.	The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 1 is 4.50. It is calculated as the average of SLO 1 scores from the previous six years (see the Appendix). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 1 by one or more methods. The combined SLO 1 average of 4.53 is higher than the baseline of 4.50, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 2: Write and edit clear, correct, and logically organized texts.	The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 2 is 4.49. It is calculated as the average of the previous two years and the earlier four years' combined SLO 2, 4, 5, and 6 scores due to the SLO changes explained in the 2019-2020 IE Report. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 2 by one or more methods. The combined SLO 2 average of 4.88 is higher than the baseline of 4.49, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.

			SLO 5: Generate primary and secondary research to advance project goal.	SLO 5: The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 5 is 4.53. This SLO was added in 2019-2020, so this baseline is the average of scores from the previous two years. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 5 by one or more methods. The combined SLO 5 average of 4.30 is lower than the baseline of 4.53, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline was not achieved, but the benchmark and target scores were achieved.
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 3: Design documents, both print and electronic, for usability and readability.	SLO 3: The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 3 is 4.44. It is calculated as the average of the previous six years' SLO 3 scores (see the Appendix). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 3 by one or more methods. The combined SLO 3 average of 4.73 is higher than the baseline of 4.44, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.
			SLO 4: Demonstrate an ability to select effective and appropriate genres and delivery modes.	SLO 4: The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 4 is 4.44. This SLO was added in 2019-2020, so this baseline is the average of scores from the previous two years. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 4 by one or more methods. The combined SLO 4 average of 4.69 is higher than the baseline of 4.44, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.

Action Items:

This year, action items are presented only for SLO 5. General recommendations follow after the listing of all SLOs.

SLO 1: Apply rhetorical strategies in developing content appropriate to audiences in professional environments. Due to current-year scores being higher than baseline, benchmark, and target scores, no action items are planned.

SLO 2: Write and edit clear, correct, and logically organized texts. Due to current-year scores being higher than baseline, benchmark, and target scores, no action items are planned.

SLO 3: Design documents, both print and electronic, for usability and readability. Due to current-year scores being higher than baseline, benchmark, and target scores, no action items are planned.

SLO 4 Demonstrate an ability to select effective and appropriate genres and delivery modes. Due to current-year scores being higher than baseline, benchmark, and target scores, no action items are planned.

SLO 5: Generate primary and secondary research to advance project goals. To bring the score for this SLO up higher than the baseline, the following actions will be taken:

- Encourage students in the capstone class (English 495) to reflect on the various forms that research takes in projects and more carefully articulate this reflection in portfolios and letters.
- Ask core PW course instructors to emphasize the role of primary and secondary research in writing projects, even when formal citation is not required.

BA/Liberal Arts Program

Preparer: Dr. Shawn R. Smolen-Morton submitted the Program/Department IE report

Table 19: Student Learning Outcomes and General Education Goals (1 & 2)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 496	BA/Liberal Arts Program	<p>Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p> <p>Goal 2. The ability to demonstrate comprehension of different forms of communication.</p>	SLO D: Ability to Apply Theory. The portfolio will demonstrate the student's ability to apply rhetorical, literary, and/or film theory in a textual analysis.	<p>The reader rates the overall portfolio with one of four scores:</p> <p>Score 4: Excels. Score 2: Partially satisfies the SLO. Score 3: Satisfies the SLO. Score 1: Fails to satisfy the SLO.</p>	<p>The Direct assessment of Skills Outcome D (Ability to Apply Theory) is new. The first average score in 2018-2019 was 1.93, and the baseline after two years is 2.31. Several action items were discussed after that result, but the Department decided to wait for more data. For this year, the averaged score for Skills Outcome D was 2.89, exceeding both the benchmark at 1.95 and the target at 2.25. Changes made in the instruction of students as they assemble portfolios and four years of calibration discussions may account for some of this improvement.</p> <p>Direct Assessment</p>

Action Items:

A. Actions planned for 2022-2023 to address this 2021-2022 IE Report

Skills Outcome D. Ability to Apply Theory.

Identify the causes for the recent improvement in Skills Outcome D. The first result for this skill from 2018/2019 was so low that the Department considered dropping it. The assessment committee considered a variety of changes, some of them fundamental (requiring a course of theory, for example). Instead, the committee decided to improve communication and instruction with students as they assemble portfolios.

Develop and launch Indirect assessment for Skills Outcome D. The committee was waiting for Indirect assessment revisions for the other Skills Outcomes.

All Knowledge Outcomes.

- Develop and launch Indirect assessment for these three outcomes. The committee was waiting for more Direct assessment results and Indirect assessment revisions for the Skills Outcomes.

All Student Learning Outcomes.

- Improve the analysis of the Indirect Assessment. At present, the method for this assessment does not average the responses and does not represent the responses with a number, as is done for the Direct Assessment of those same SLO's. the result is that the analysis does not take into account the other responses, like Agree and Disagree.
- Document the instructions and methods recently developed by the assessment team. The recent marked improvement in average scores may be connected to improvements in communication between students assembling their portfolios and the assessment team.

B. Actions planned and addressed during 2021-2022 to address the 2020-2021 IE Report.

Skills Outcomes A-D.

- Evaluate the efficacy and usefulness of the indirect assessment. Set benchmarks and targets for the indirect assessment, if appropriate. DONE.

Skills Outcome D. Ability to Apply Theory.

- Evaluate Skill Outcome D and determine its place in the next assessment. DONE. The assessment committee adjusted the instruction given to students preparing their portfolios.

Knowledge Outcomes A-D.

- Set benchmarks and targets for Knowledge Outcomes. DONE.

All Student Learning Outcomes.

- Determine the feasibility of collecting the original assignments that prompted the essays collected in the portfolios. The original assignments may help reviewers better understand how an SLO is or is not being addressed by the content of a portfolio. CONSIDERED AND REJECTED, because this requirement would be cumbersome on faculty and students who submit the portfolios, and the assessment readers.
- Develop procedures for dealing with plagiarism detected during the assessment. Plagiarism undermines the integrity of the assessment process, and portfolios with significant plagiarism cannot be used. The Department has not encountered this problem. Drafted and slated for a Department vote in Fall 2022.

English General Education Literature Curriculum

Preparer: Dr. Jason Marley and Dr. Megan Woosley-Goodman submitted the General Education Program/Department report.

Table 20: Student Learning Outcomes and General Education Goals (1,2 ,3, 7 & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 250 ENG 250G ENG 251 ENG 252	English General Education Literature Curriculum	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	SLO 1: Interpret texts to reveal articulable meaning. Goals 1, & 2	To directly assess the English department's General Education Literature curriculum, the committee collected 44 student responses from courses across the curriculum in the Fall 2021. All 44 student responses were gathered randomly. Students' names, course numbers, and section numbers were removed to ensure blind scoring.	SLO 1: This SLO was scored a total of 124 times, yielding a 2.77 average. 63% of student responses exceeded the tentative baseline of 2.49. 23 of the responses (18.55%) received an average score of 4.0, the maximum. 53 responses (42.74%) received a score of 3, 43 responses (34.68%) received a score of 2, 4 responses (3.23%) earned a score of 1, 1 response (.081%) was marked N/A (not applicable).
		Goal 2: The ability to demonstrate comprehension of different forms of communication.	SLO 4: Write clear and convincing arguments about texts. Goals 1 & 9.	Assessors did not know the names of students or their respective instructors or section numbers.	SLO 4: This SLO was scored a total of 124 times, yielding a 2.58 average. 61% of student responses exceeded the tentative baseline of 2.49. 16 of the responses (12.90%) received an average score of 4.0, the maximum. 53 responses (42.74%) received a score of 3, 42 responses (33.87%) received a score of 2, 13 responses (10.48%) earned a score of 1, and 0 responses were marked N/A (not applicable).
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.		Student responses were gathered from courses that were taught by 10 different English faculty members. These faculty members were a combination of members of the assessment committee and volunteers not on the committee who were teaching General Education literature courses.	
		Goal 3: The ability to explain artistic processes and evaluate artistic product. Goal 7: The ability to recognize historical	SLO 2: Employ a basic critical vocabulary to analyze texts. Goal 3	Before the assessment period, assessors met to review procedures and to calibrate the scoring by discussing 2 sample student responses.	SLO 2: his SLO was scored a total of 124 times, yielding a 2.55 average. 52% of student responses exceeded the tentative baseline of 2.49. 17 of the responses (13.71%) received an average score of 4.0, the maximum. 43 responses (34.68%) received a score of 3, 51 responses (41.13%) received a score of 2, 10 responses (8.06%)

		processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.		In the Spring semester, all 10 assessors read and scored 44 essays using the committee's Score Point Indicators (See Appendix 3). Each portfolio was assessed by three readers.	earned a score of 1, and 3 responses (2.42%) were marked N/A (not applicable).
			SLO 3: Demonstrate how texts reflect social and/or cultural contexts. Goals 3 & 7	The committee will present the findings of the Assessment to the English Department in the Fall of 2022. After the report is distributed, the committee will meet to formally establish a baseline, benchmark, and target for all SLOs.	SLO 3: This SLO was scored a total of 124 times, yielding a 2.86 average. 75% of student responses exceeded the tentative baseline of 2.49. 30 of the responses (24.19%) received an average score of 4.0, the maximum. 49 responses (39.52%) received a score of 3, 35 responses (28.23%) received a score of 2, 6 responses (4.84%) earned a score of 1, and 4 responses (3.23%) were marked N/A (not applicable).
			SLO 5: Demonstrate an understanding of genre. Goal 3	<p>The assessors rated the student response with one of six scores: Score 4: Excels. Score 3: Satisfies the SLO. Score 2: Partially satisfies the SLO. Score 1: Fails to satisfy the SLO.</p> <p>Baselines, benchmarks, and targets have not yet been established. Given the data from the pilots, the committee established a tentative baseline of 2.49 for this assessment.</p> <p>The baseline, benchmark, and target for all SLOs will be determined by committee based on the data in this report.</p>	SLO 5: This SLO was scored a total of 124 times, yielding a 2.43 average. 36% of student responses exceeded the tentative baseline of 2.49. 14 of the responses (11.29%) received an average score of 4.0, the maximum. 33 responses (26.61%) received a score of 3, 61 responses (49.19%) received a score of 2, 10 responses (8.06%) earned a score of 1, and 6 responses (4.84%) were marked N/A (not applicable).

*Aligning with the 2020-21 General Education Goals

Action Items

- Data gathered from the committee's first assessment will be used to set a baseline, benchmark, and target for all Student Learning Outcomes. The committee will determine future action items after completing the next assessment, which will include a baseline, benchmark, and target.
- We will evaluate the Assessment Instructions and Student Response Definitions to determine if the prompt is specific enough to address each SLO.
- We will evaluate SLO and Measure 5 (the lowest scored SLO) to determine if the score point indicator description accurately expresses the intended goal of the SLO.
- Finally, we will consider the efficacy of the N/A (not applicable) response for each SLO.

Francis Marion University Senior Exit Survey

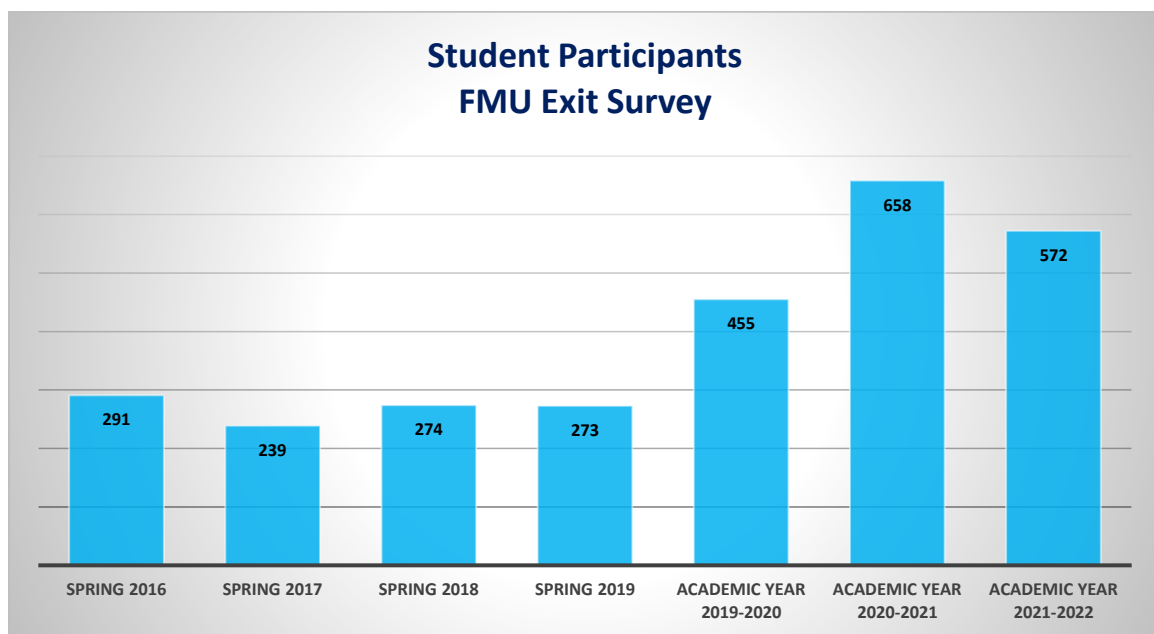
Survey Participants

This next portion of the report elaborates on results of Francis Marion University's Senior Exit Survey for Academic Year 2021-2022. The surveys are given to graduating seniors prior to their commencement exercise. *Figure 1* shows the number of students participating from spring 2016 to academic year 2021-2022 commencement exercises: 291 and 572 students respectively. All Graduates for fall, spring and summer were able to participate in the 2019-2020, 2020-21, and 2021-2022 Exit Surveys.

The 2021-2022 Senior Exit Surveys were distributed electronically via SurveyMonkey.com through two collectors: i.) personalized emails to graduating seniors and ii.) QR Code or Survey Link. These electronic Exit Surveys were distributed two weeks prior to graduation. The Registrar's Office, the Office for the Vice President of Student Life, Provost Office, and the Office of Institutional Effectiveness were instrumental to ensure the surveys were sent on time and collected effectively. Providing the exit surveys electronically has proven fruitful, especially during the COVID-19 pandemic. It has also curtailed data entry errors, printing charges, human resources, time during commencement exercises & entering of student responses. In collaboration with

faculty, staff and administration, the contents of the Exit Survey (*see Appendix A*) have been updated and improved to reflect the changes occurring across campus and capturing students' perception and satisfaction level with their undergraduate and graduate education.

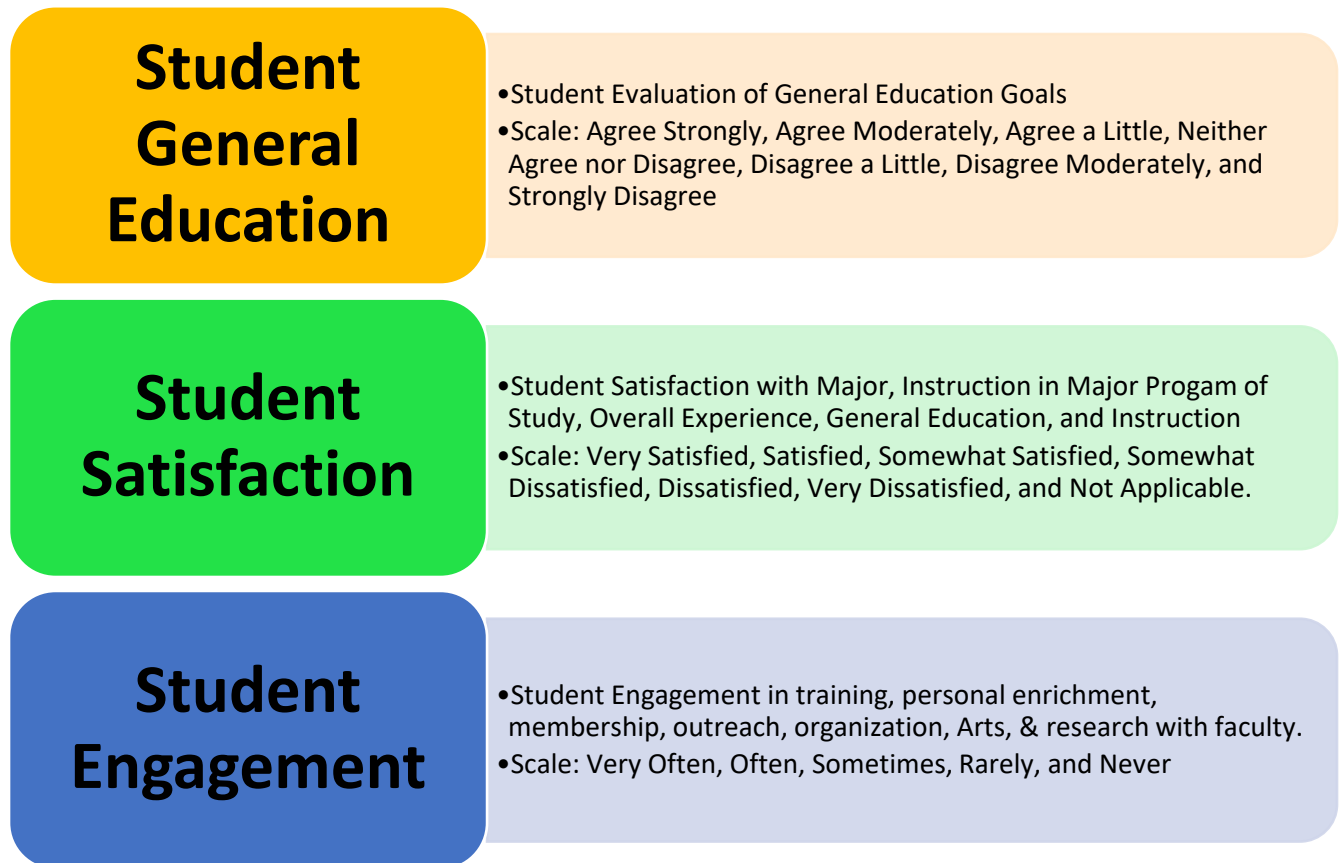
Figure 1: Students Participants in Spring 2016, Spring 2017, Spring 2018, Spring 2019, and Academic Years 2019-2020, 2020-21, and 2021-2022



The survey is divided into seven main sections: Demographic Information; Section I. Reason for Attending FMU; Section II. Financial Obligations; Section III. FMU Support Services; Section IV. Future Formal Education; Section V. FMU Educational Experiences; and Section VI. Employment and Experience. Section V of the survey addresses the General Education Goals, therefore only results of section V and undergraduate students' responses are discussed in this report. Furthermore, *Figure 2* breaks down Section V in

three components: students' perceptions of the General Education Goals, student's satisfaction in their educational experiences, student engagement in university's activities, and parents' educational attainment level of student participants.

Figure 2: Components of the Exit Survey



For ease of reference, the nine General Education Goals are listed below.

Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.

Goal 2. The ability to demonstrate comprehension of different forms of communication.

Goal 3. The ability to explain artistic processes and evaluate artistic product.

Goal 4. The ability to use fundamental math skills and principles in various applications.

Goal 5. The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.

Goal 6. The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.

Goal 7. The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.

Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

Goal 9. The ability to apply critical thinking skills to assess arguments and solve problems.

Table 21 provides the Likert scale used for students to evaluate specific aspects of their educational experiences at FMU – that is the university’s nine goals. *Figure 3-11* provide relative frequency histograms for each of the goals followed by *Figure 12*, which was used to compare all goals for academic year 2021-2022. *Figure 13* compares the satisfaction level for various aspects of their undergraduate major and non-major (general education) requirements, as well as, it provides satisfaction results for overall academic experience and overall general experience. *Table 21* includes both undergraduate and graduate student results. *Figure 13* tracks student satisfaction levels for major, instruction, overall experience, overall academic experience, and general education. Relative Frequency, *Table 22*, lists activities sponsored and supported by the university and corresponding levels of engagement. While *Figure 14*, provides a stacked bar chart to visually represent and compare student engagement in a particular activity on campus

(Academic Year 2021-2022). Figure 15, on-the-other-hand, represents the same data with either students being engaged or not.

Throughout the past few years, Francis Marion University has continuously collected and analyzed robust and consistent student data through its senior exit surveys. The addition of parents' educational attainment level is a critical indicator for student success in particular predicting retention and graduation rates. For the first-time, this indicator provided 5 key sub-factors aligned with the Postsecondary Data Partnership (PDP) and SACSCOC: At least one parent earned a bachelor's degree or higher; at least one parent earned an associate degree; at least one parent earned a certificate; at least one parent attended college but earned no credential or degree; and neither parent attended college. Disaggregating parents' educational attainment level by more sub-factors other than 1st generation or not, provides a better understanding of student demographics particularly those completing undergraduate and graduate degrees. Table 24 elaborates parents' educational attainment level by type of degree followed by charts 16 and 17 providing percentages associated to the indicator by bachelor's and master's degree recipients (spring 2022).

Table 21: Educational Experiences Part 1: General Education Goals

Please evaluate the specific aspects of your general education experiences at FMU.	Year	N	Total Undergraduate Students	Agree Strongly	Agree Moderately	Agree a little	Neither Agree nor Disagree	Disagree a little	Disagree Moderately	Strongly Disagree	No Response	Percent Total
				Percent *								
Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	2020-2021	658		36.7	36.9	15.8	6.9	1.2	1.7	0.8	0	100
	2021-2022	572	459	41.0	34.6	13.3	6.5	2.4	0.4	1.7	0.0	100
Goal 2. The ability to demonstrate comprehension of different forms of communication.	2020-2021	658		40.7	33.8	15.1	7.5	1	1.5	0.4	0	100
	2021-2022	572	459	40.7	33.1	13.7	7.0	1.7	1.3	1.7	0.7	100
Goal 3. The ability to explain artistic processes and evaluate artistic product.	2020-2021	658		30.5	31.3	18.1	11.6	3.1	2.7	2.5	0.2	100
	2021-2022	572	459	33.1	31.8	14.2	13.1	3.1	1.7	3.1	0.0	100
Goal 4. The ability to use fundamental math skills and principles in various applications.	2020-2021	658		37.6	34.7	14.1	8.3	2.5	1.5	1.2	0	100
	2021-2022	572	459	37.3	32.0	14.6	10.0	2.6	1.7	1.5	0.2	100
Goal 5. The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.	2020-2021	658		37.3	35.7	13.3	8.3	2.3	1.9	1.2	0	100
	2021-2022	572	459	41.0	32.5	13.9	7.6	2.2	1.1	1.7	0.0	100
Goal 6. The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.	2020-2021	658		37.1	31.9	16.4	9.8	1.5	2.1	1	0.2	100
	2021-2022	572	459	35.1	31.8	15.9	10.7	2.8	0.9	2.2	0.7	100
Goal 7. The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	2020-2021	658		40.9	32.2	13.9	7.9	2.1	1.7	0.8	0.4	100
	2021-2022	572	459	40.5	30.7	14.4	8.5	3.1	0.9	2.0	0.0	100
Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.	2020-2021	658		35.9	33.2	16.4	9.8	1.5	1.5	1.4	0.2	100
	2021-2022	572	459	34.2	31.6	15.9	12.4	2.4	2.0	1.5	0.0	100
Goal 9. The ability to apply critical thinking skills to assess arguments and solve problems.	2020-2021	658		42.9	33.4	13.3	6.4	1.7	0.8	0.8	0.8	100
	2021-2022	572	459	47.7	30.3	9.8	8.3	0.4	0.2	1.7	1.5	100

*Percent tabulated based on Total Undergraduate Student Participation

Figure 3: Educational Experiences Part I: General Education Program – Goal 1

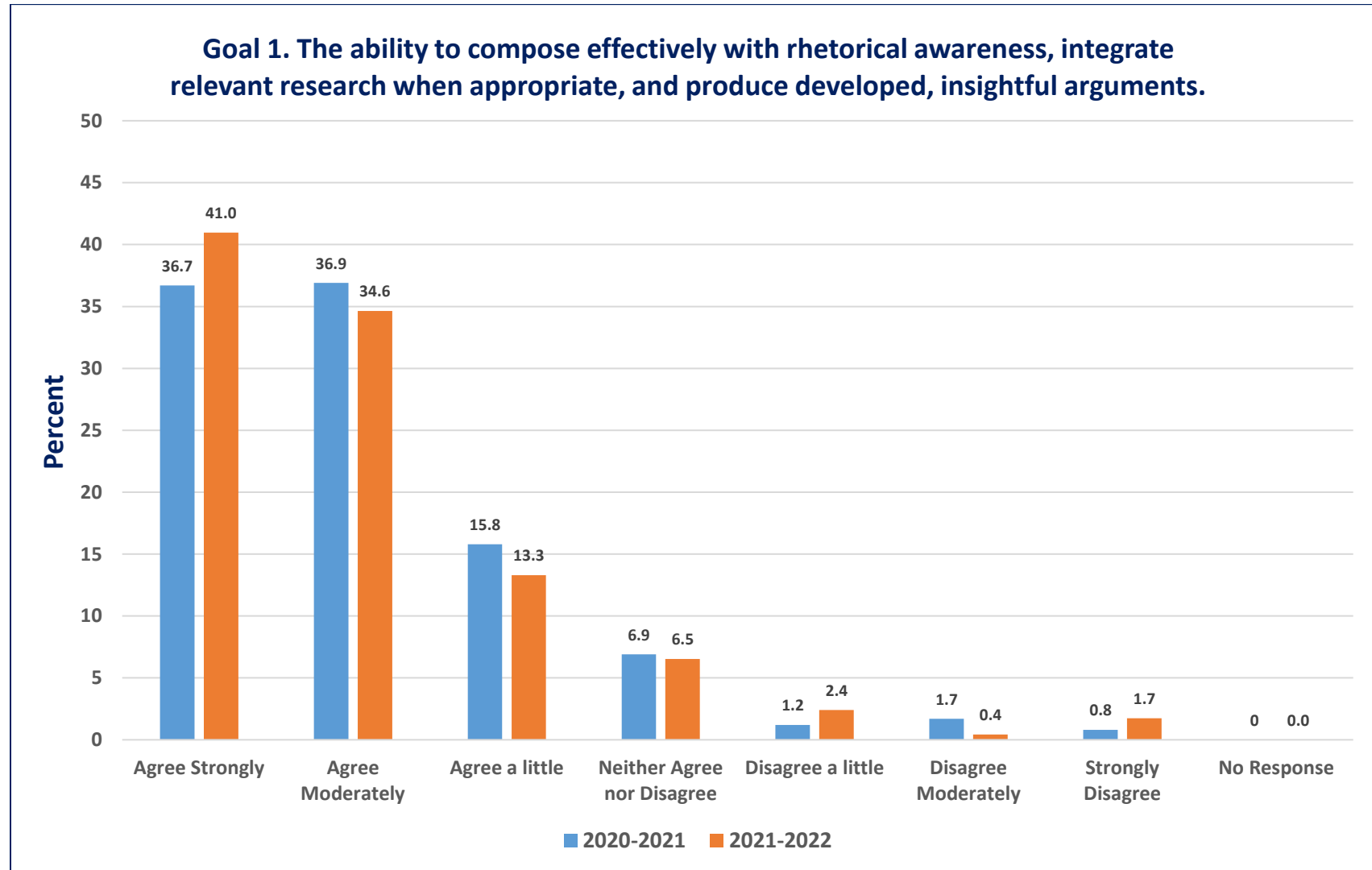


Figure 4: Educational Experiences Part I: General Education Program – Goal 2

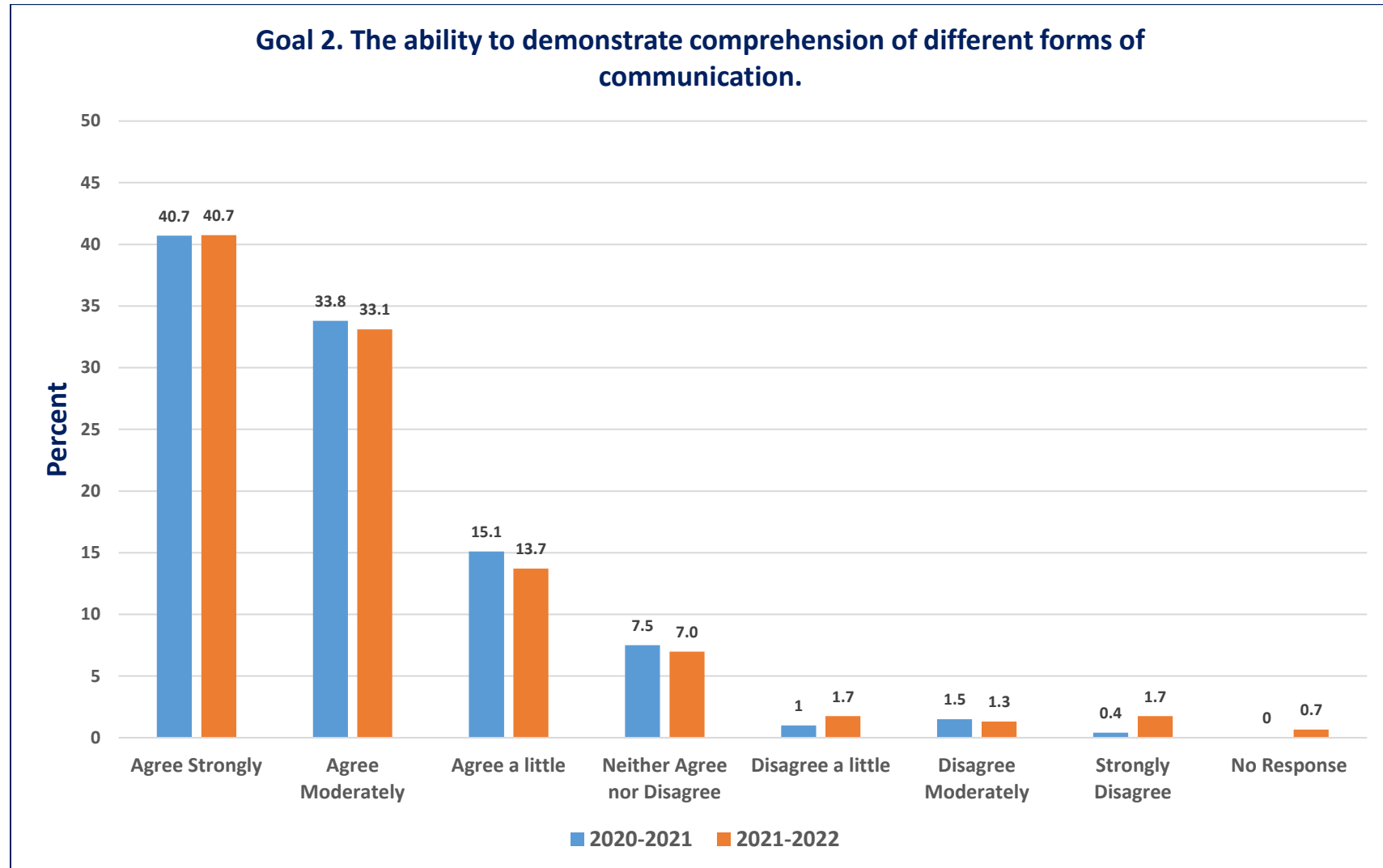


Figure 5: Educational Experiences Part I: General Education Program – Goal 3

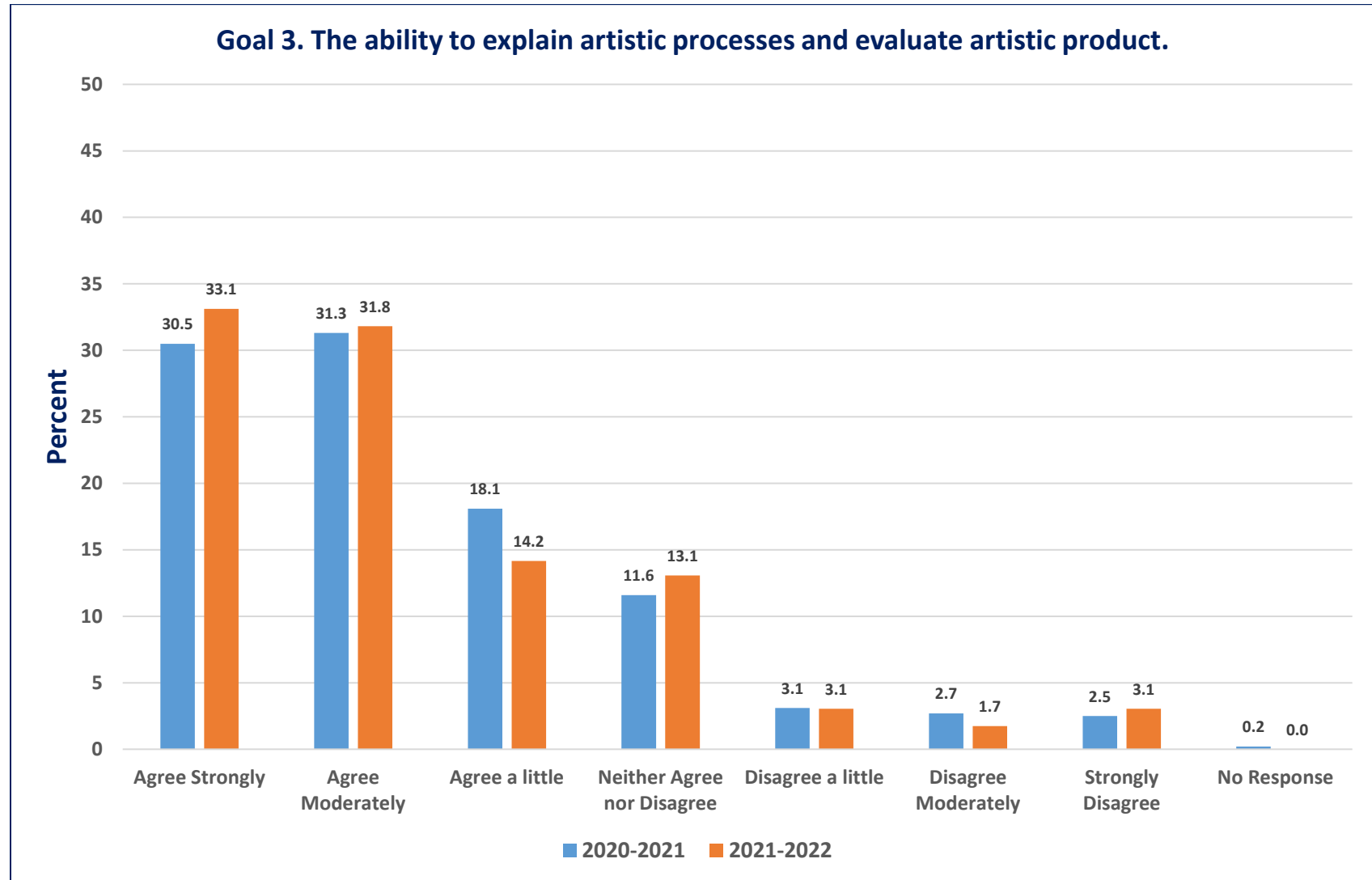


Figure 6: Educational Experiences Part I: General Education Program – Goal 4

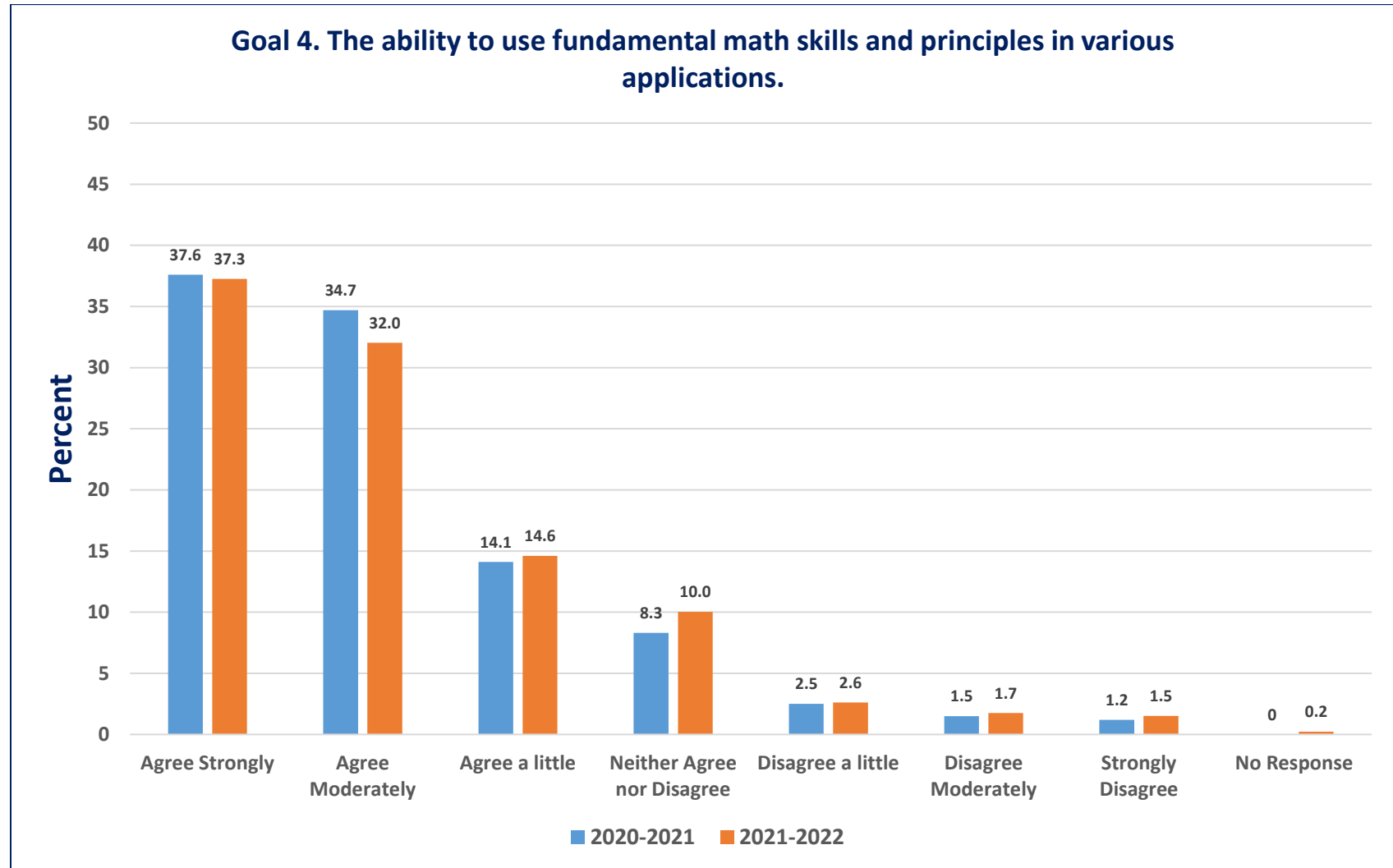


Figure 7: Educational Experiences Part I: General Education Program – Goal 5

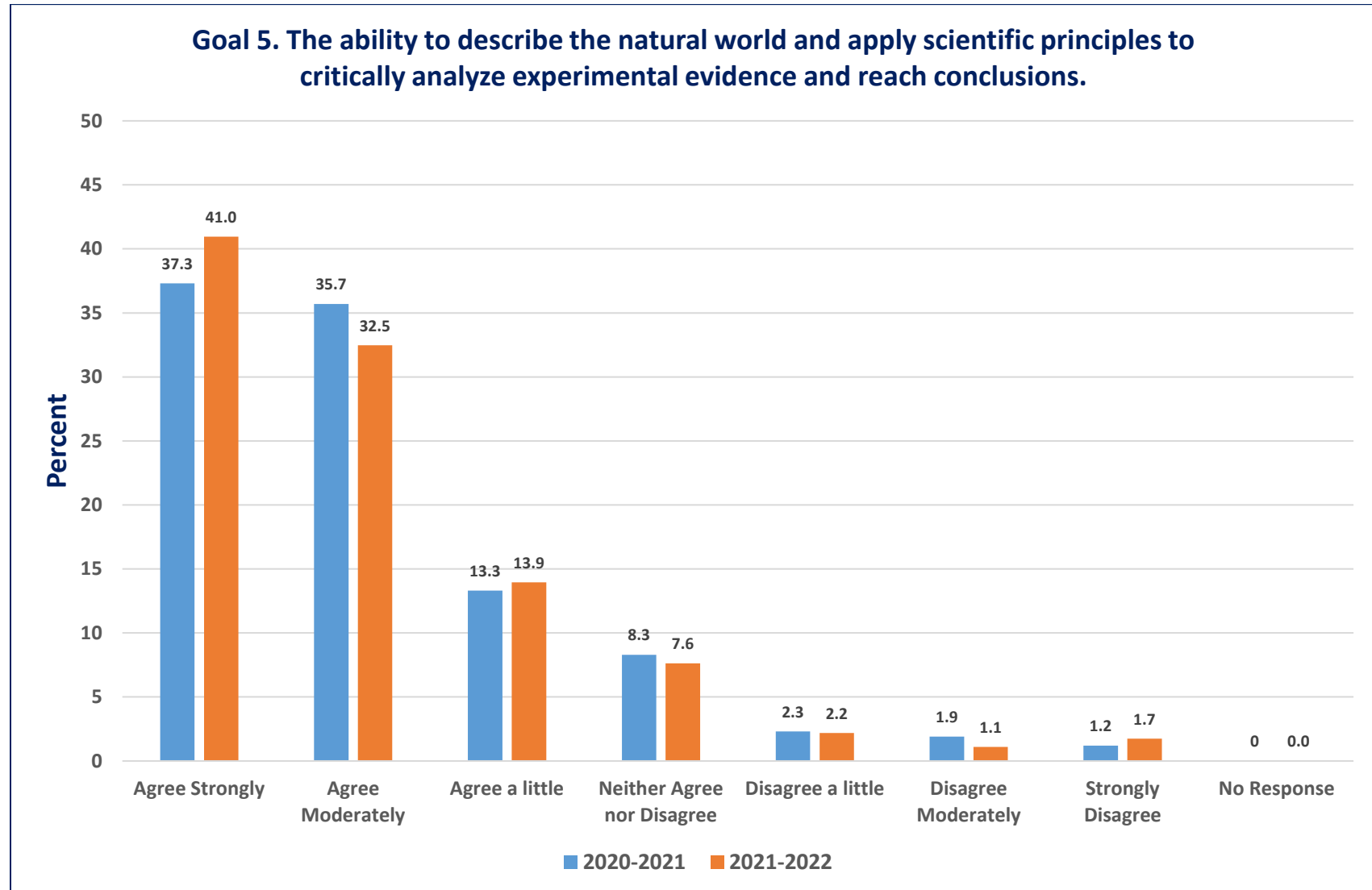


Figure 8: Educational Experiences Part I: General Education Program – Goal 6

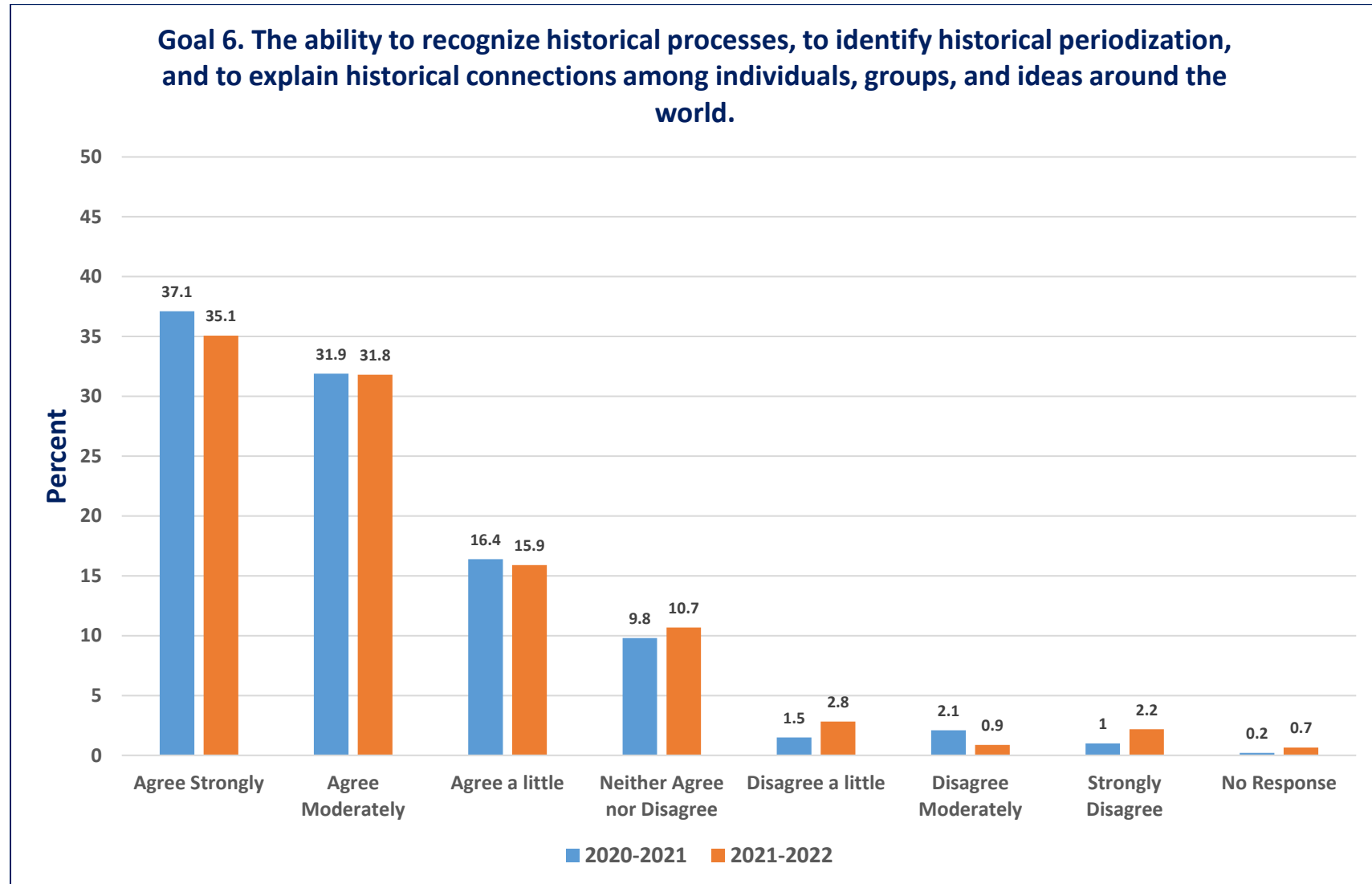


Figure 9: Educational Experiences Part I: General Education Program – Goal 7

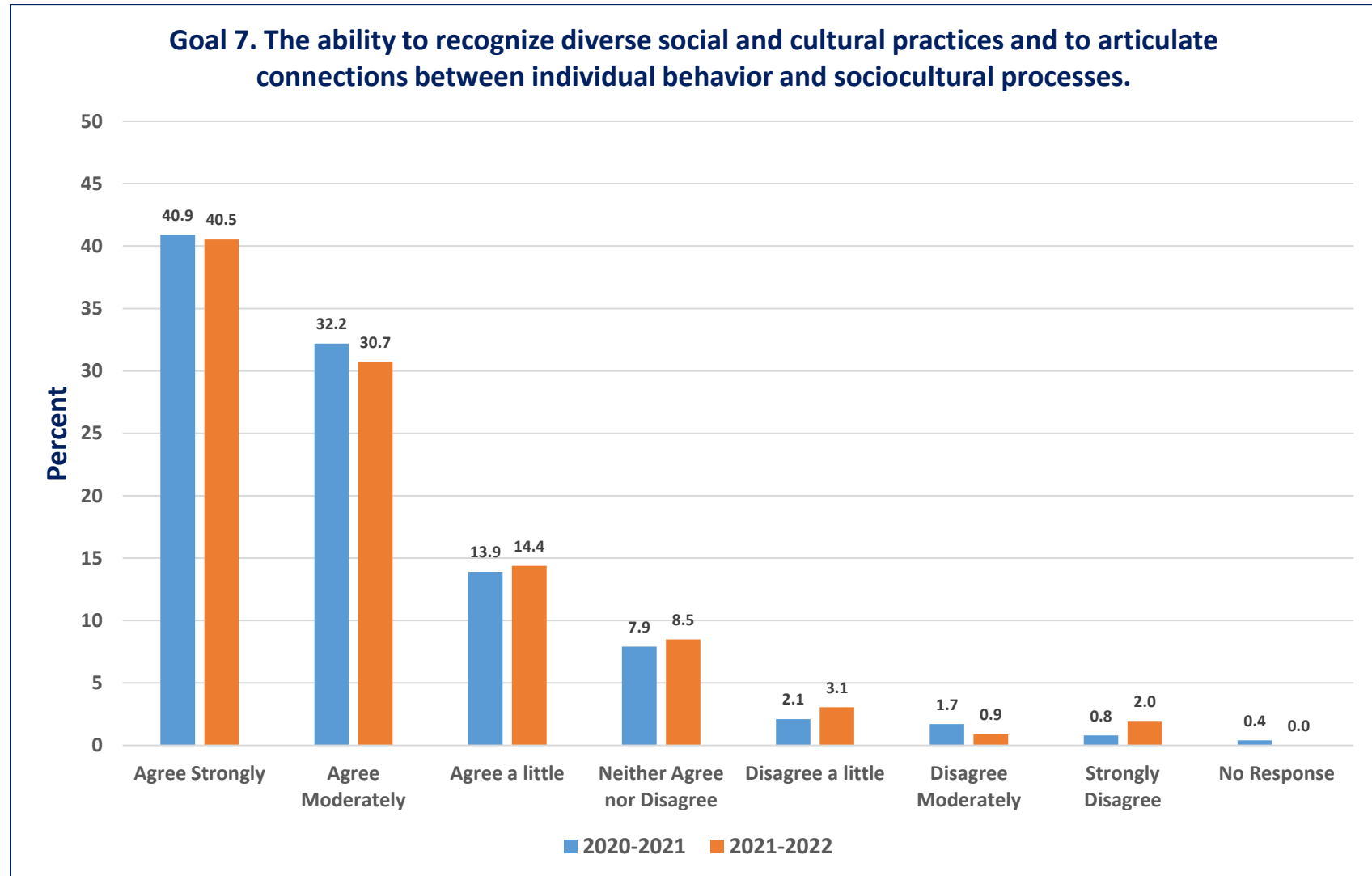


Figure 10: Educational Experiences Part I: General Education Program – Goal 8

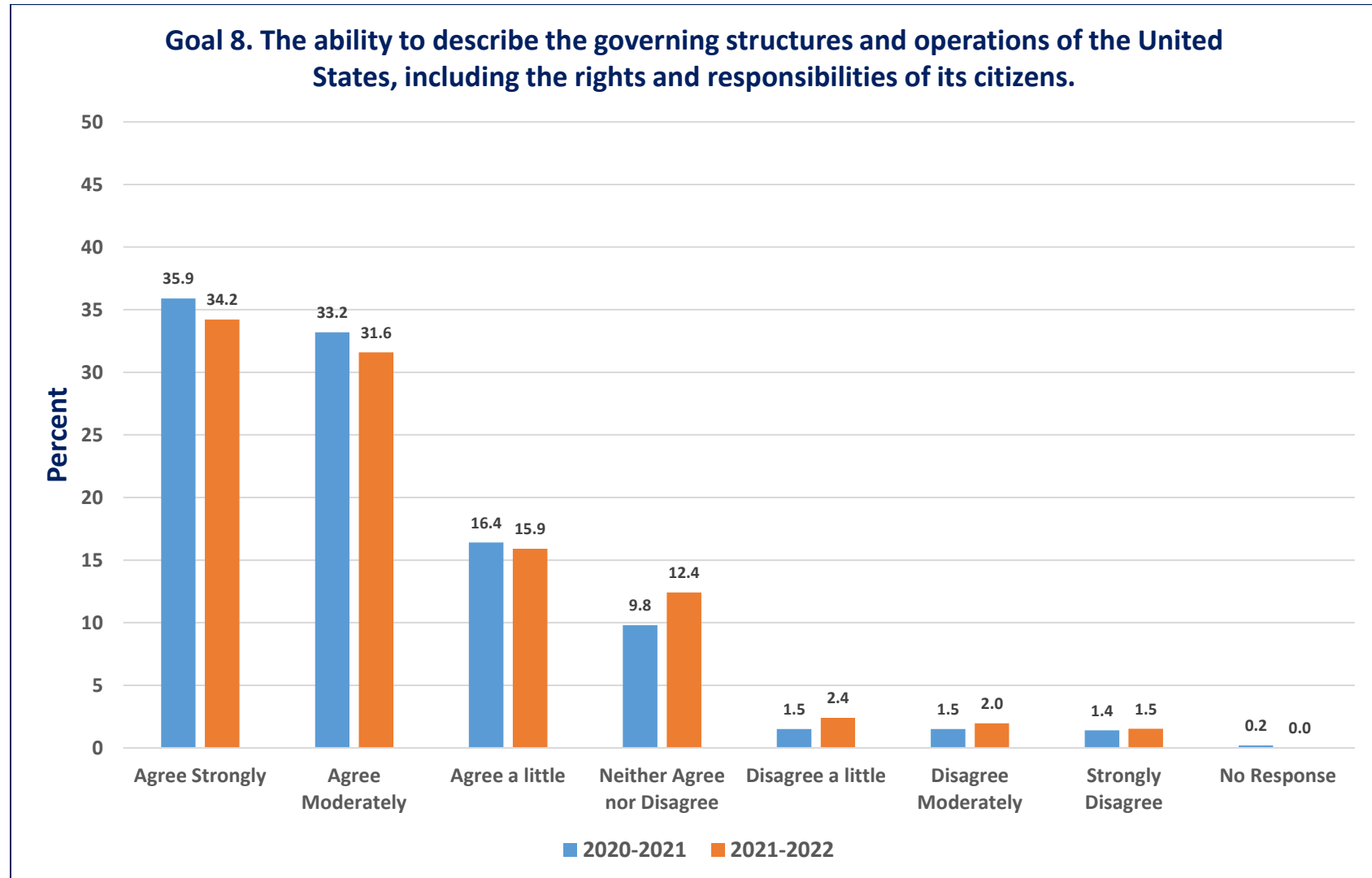


Figure 11: Educational Experiences Part I: General Education Program – Goal 9

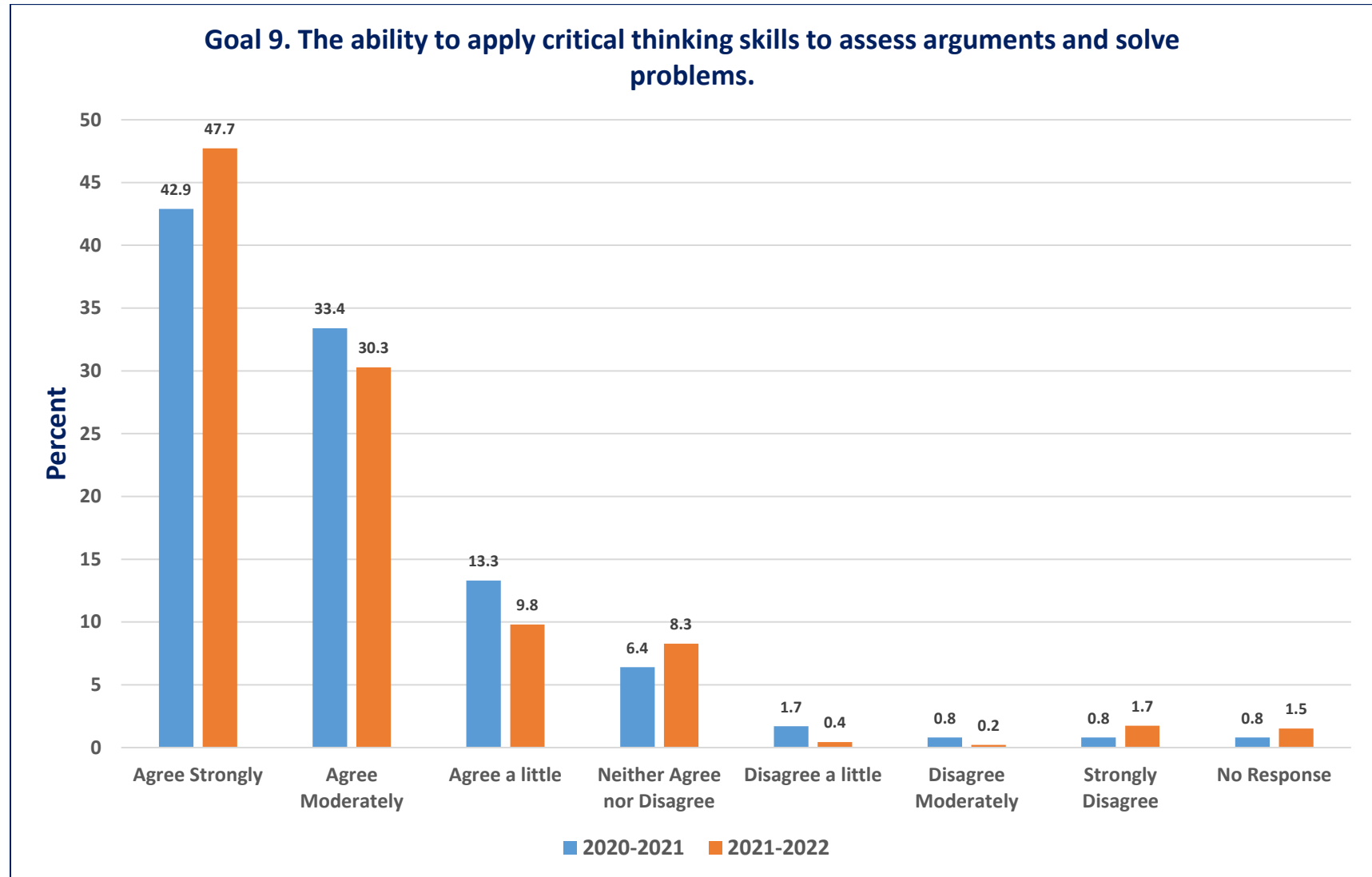


Figure 12: Evaluate specific aspects of your educational experience at FMU

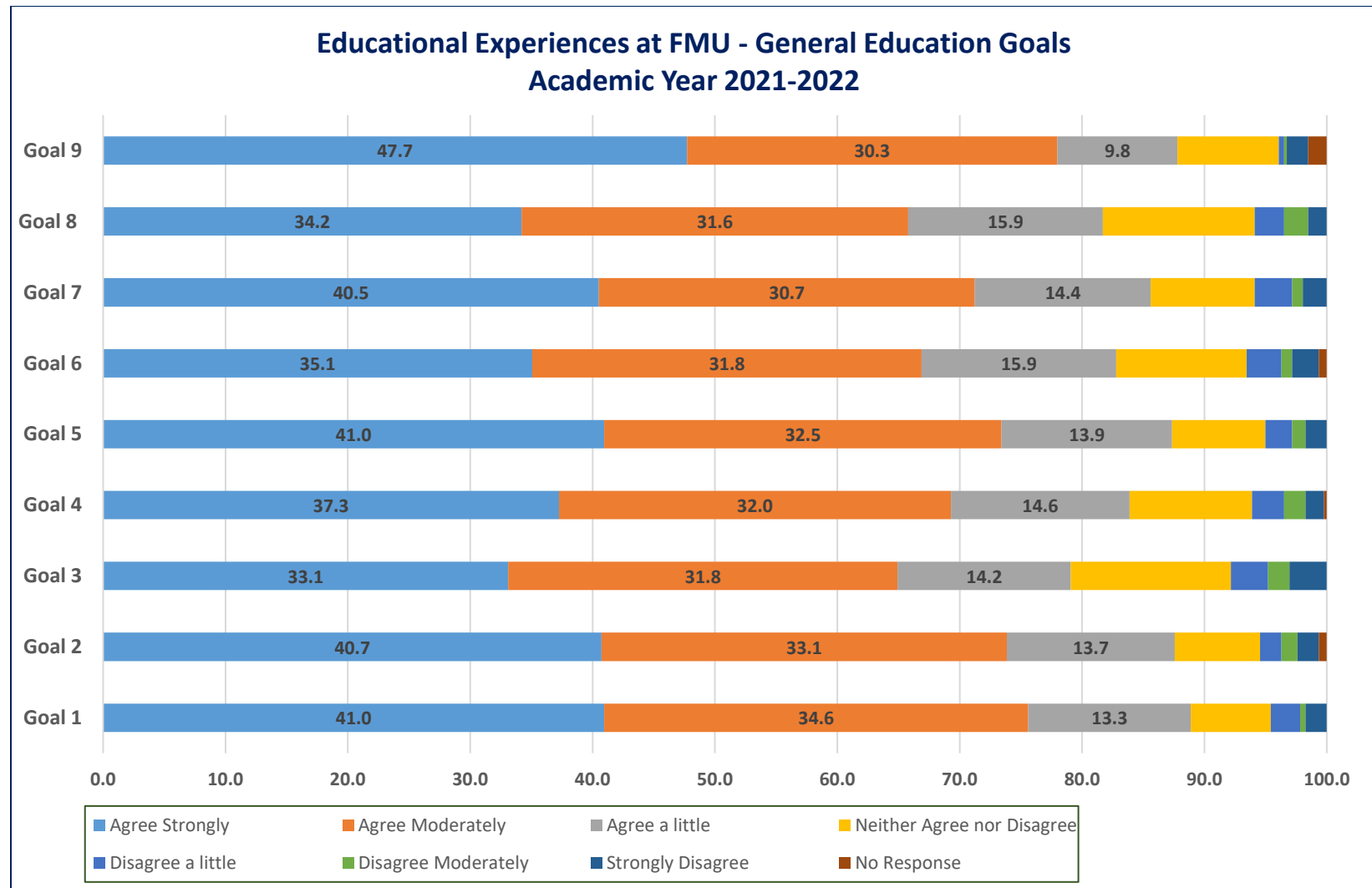


Table 22: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction

How satisfied are you with:		Type of degree you are receiving		
		Bachelors Count	Masters Count	Doctorate Count
a.) MAJOR program of study	Very Satisfied	262	61	5
	Satisfied	152	31	1
	Somewhat Satisfied	28	5	0
	Somewhat Dissatisfied	7	1	0
	Dissatisfied	3	3	0
	Very Dissatisfied	2	4	0
	N/A	4	1	0
	No Response	1	1	0
	Total	459	107	6
b.) INSTRUCTION in major program of study	Very Satisfied	236	57	5
	Satisfied	155	29	1
	Somewhat Satisfied	51	8	0
	Somewhat Dissatisfied	9	4	0
	Dissatisfied	1	5	0
	Very Dissatisfied	2	3	0
	N/A	4	0	0
	No Response	1	1	0
	Total	459	107	6

c.) OVERALL ACADEMIC EXPERIENCE	Very Satisfied	220	57	5
	Satisfied	157	27	1
	Somewhat Satisfied	57	9	0
	Somewhat Dissatisfied	10	5	0
	Dissatisfied	7	4	0
	Very Dissatisfied	3	4	0
	N/A	4	0	0
	No Response	1	1	0
	Total	459	107	6
d.) OVERALL EXPERIENCE	Very Satisfied	212	55	5
	Satisfied	150	26	1
	Somewhat Satisfied	74	8	0
	Dissatisfied	3	3	0
	Somewhat Dissatisfied	13	7	0
	Very Dissatisfied	3	7	0
	N/A	3	0	0
	No Response	1	1	0
	Total	459	107	6
e.) GENERAL EDUCATION program of study (non-major requirements)	Very Satisfied	136	13	3
	Satisfied	154	11	0
	Somewhat Satisfied	83	4	0
	Somewhat Dissatisfied	25	1	0
	Dissatisfied	15	0	0
	Very Dissatisfied	5	1	0
	N/A	38	76	3

f.) INSTRUCTION in general education	No Response	3	1	0
	Total	459	107	6
	Very Satisfied	152	12	3
	Satisfied	168	11	0
	Somewhat Satisfied	74	5	0
	Somewhat Dissatisfied	15	1	0
	Dissatisfied	3	1	0
	Very Dissatisfied	5	1	0
	N/A	38	74	3
	No Response	4	2	0
	Total	459	107	6

Figure 13: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction

How satisfied are you with:

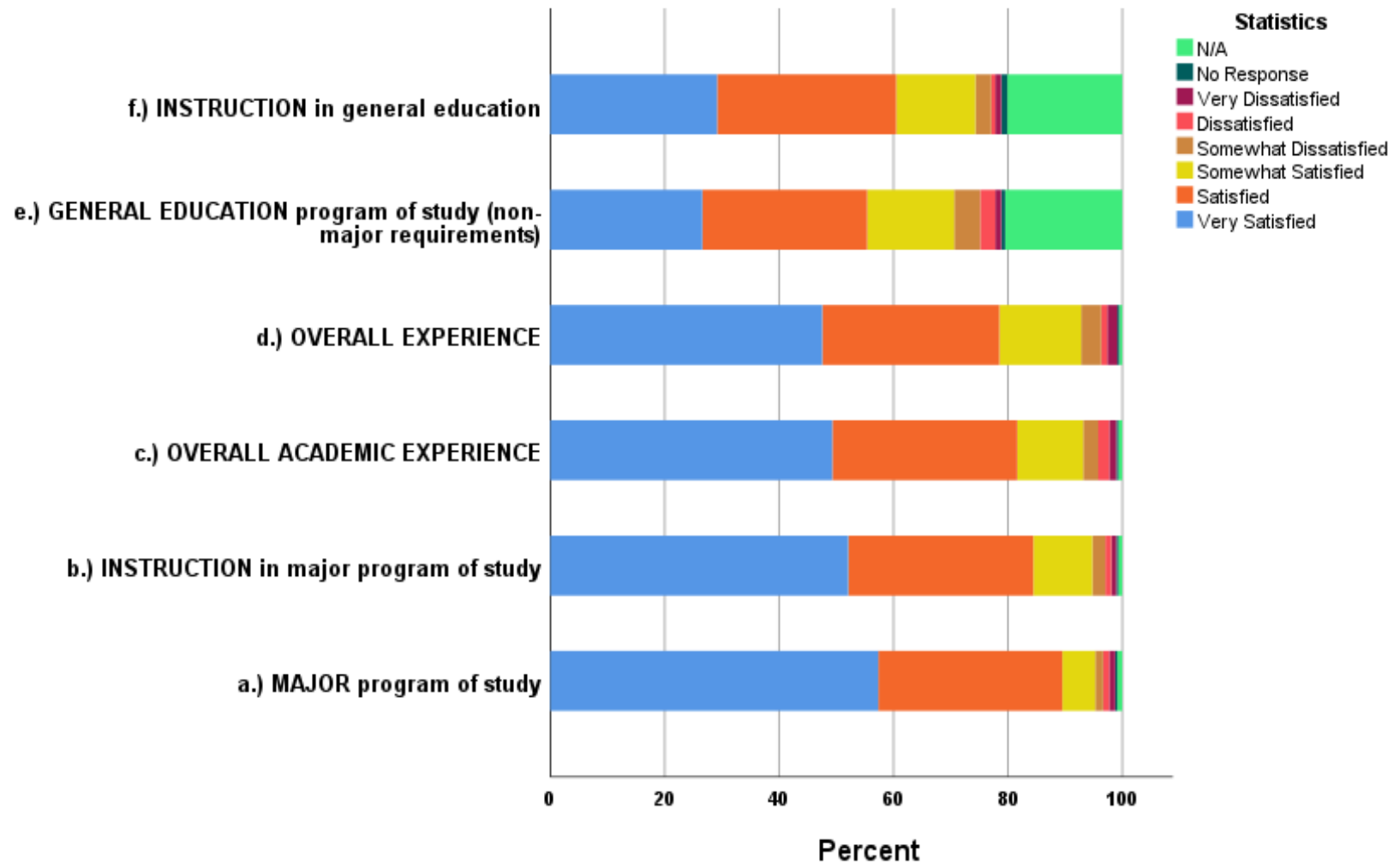


Table 23: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty for all students

Activities	Year	N	Very Often	Often	Sometimes	Rarely	Never	No Response
Career-related advanced education or training	2020-21	658	19.00%	21.10%	24.80%	16.30%	18.50%	0.30%
	2021-22	572	17.66%	21.33%	25.87%	12.24%	22.55%	0.35%
Lifelong learning/personal enrichment studies outside career area(s)	2020-21	658	13.70%	17.80%	22.00%	18.10%	28.10%	0.30%
	2021-22	572	16.78%	15.91%	23.43%	14.86%	28.67%	0.35%
Student membership in professional/disciplinary organizations	2020-21	658	15.30%	18.20%	16.70%	14.90%	34.50%	0.30%
	2021-22	572	15.21%	14.51%	19.23%	12.94%	37.76%	0.35%
Volunteer, public or community service	2020-21	658	18.50%	19.00%	29.20%	12.50%	20.50%	0.30%
	2021-22	572	14.51%	16.78%	28.32%	11.89%	28.15%	0.35%
Social/recreational organization	2020-21	658	16.10%	18.50%	18.80%	14.70%	31.50%	0.30%
	2021-22	572	15.21%	14.34%	20.80%	14.34%	34.97%	0.35%
Support or participation in the arts	2020-21	658	11.70%	9.60%	20.20%	17.60%	40.60%	0.30%
	2021-22	572	10.49%	10.31%	20.98%	18.01%	39.86%	0.35%
Participation in research with faculty	2020-21	658	9.90%	9.30%	13.40%	16.60%	50.60%	0.30%
	2021-22	572	11.54%	12.06%	11.36%	14.86%	49.83%	0.35%
Attendance at FMU's home games	2020-21	658	13.70%	10.20%	14.40%	15.20%	46.20%	0.30%
	2021-22	572	12.94%	8.57%	15.91%	13.64%	48.60%	0.35%

Figure 14: Activities Engaged at FMU for all Students

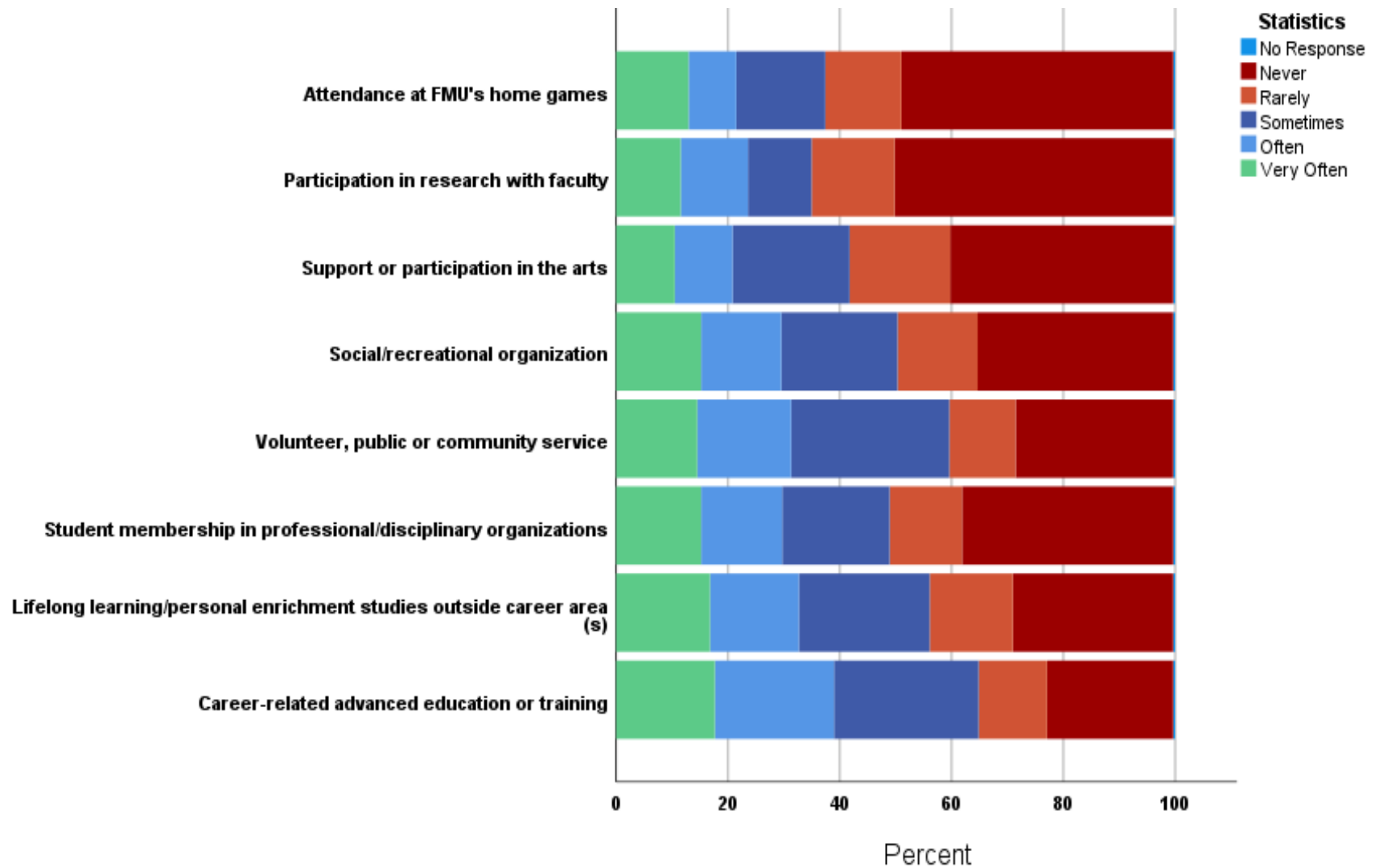


Table 24: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty by type of degree

		Type of degree you are receiving			
		Bachelors	Doctorate	Masters	Total
How often did you engage in the following activities?		Count	Count	Count	Count
How often did you engage in the following activities? Career-related advanced education or training	Very Often	74	2	25	101
	Often	95	2	25	122
	Sometimes	130	0	18	148
	Rarely	66	0	4	70
	Never	93	2	34	129
	No Response	1	0	1	2
How often did you engage in the following activities? Lifelong learning/personal enrichment studies outside career area(s)	Very Often	76	1	19	96
	Often	77	2	12	91
	Sometimes	115	0	19	134
	Rarely	71	0	14	85
	Never	119	3	42	164
	No Response	1	0	1	2
How often did you engage in the following activities? Student membership in professional/disciplinary organizations	Very Often	69	0	18	87
	Often	68	1	14	83
	Sometimes	95	2	13	110
	Rarely	65	0	9	74
	Never	161	3	52	216
	No Response	1	0	1	2

How often did you engage in the following activities? Volunteer, public or community service	Very Often	72	0	11	83
	Often	78	1	17	96
	Sometimes	130	0	32	162
	Rarely	58	2	8	68
	Never	120	3	38	161
	No Response	1	0	1	2
How often did you engage in the following activities? Social/recreational organization	Very Often	78	0	9	87
	Often	72	1	9	82
	Sometimes	106	0	13	119
	Rarely	75	2	5	82
	Never	127	3	70	200
	No Response	1	0	1	2
How often did you engage in the following activities? Support or participation in the arts	Very Often	51	0	9	60
	Often	50	1	8	59
	Sometimes	110	0	10	120
	Rarely	92	0	11	103
	Never	155	5	68	228
	No Response	1	0	1	2
How often did you engage in the following activities? Participation in research with faculty	Very Often	52	2	12	66
	Often	51	1	17	69
	Sometimes	56	1	8	65
	Rarely	73	0	12	85
	Never	226	2	57	285
	No Response	1	0	1	2

How often did you engage in the following activities? Attendance at FMU's home games	Very Often	67	0	7	74
	Often	48	0	1	49
	Sometimes	89	0	2	91
	Rarely	70	0	8	78
	Never	184	6	88	278
	No Response	1	0	1	2

Figure 15: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty

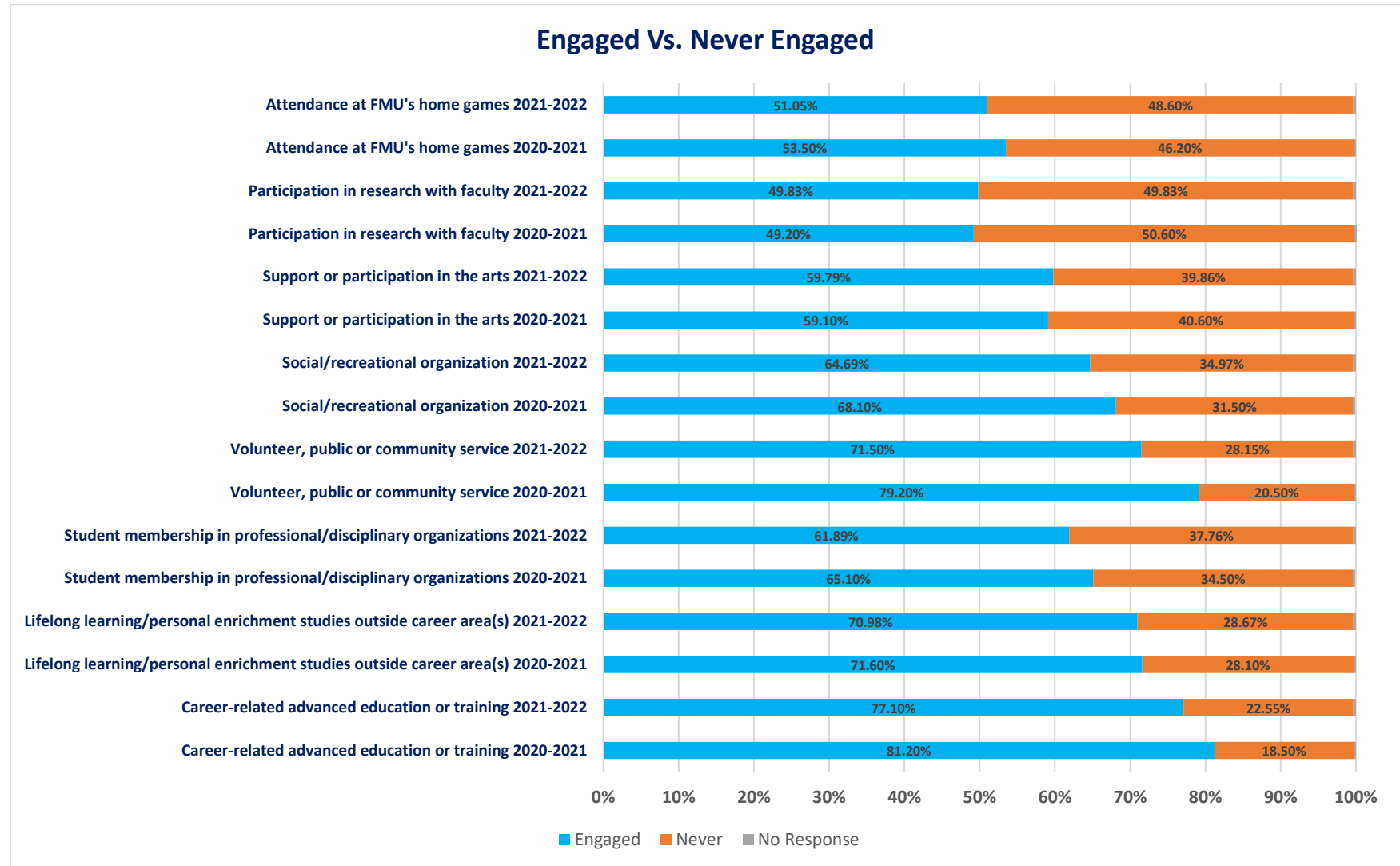


Table 25: Parents Educational Attainment Level by Type of Degree

		Type of degree you are receiving		
		Bachelors Count	Masters Count	Doctorate Count
Parents Educational Attainment Level	Fall 2021 Data – Did not Consider Parents' Educational Attainment Level	183	61	6
	At least one parent attended college but earned no credential or degree	29	3	0
	At least one parent earned a bachelor's degree or higher	128	23	0
	At least one parent earned a certificate	10	3	0
	At least one parent earned an associate's degree	54	6	0
	Neither parent attended college	55	11	0
	Total	459	107	6

Figure 16: Parents Educational Attainment Level by Bachelor's Degree (Spring 2022)

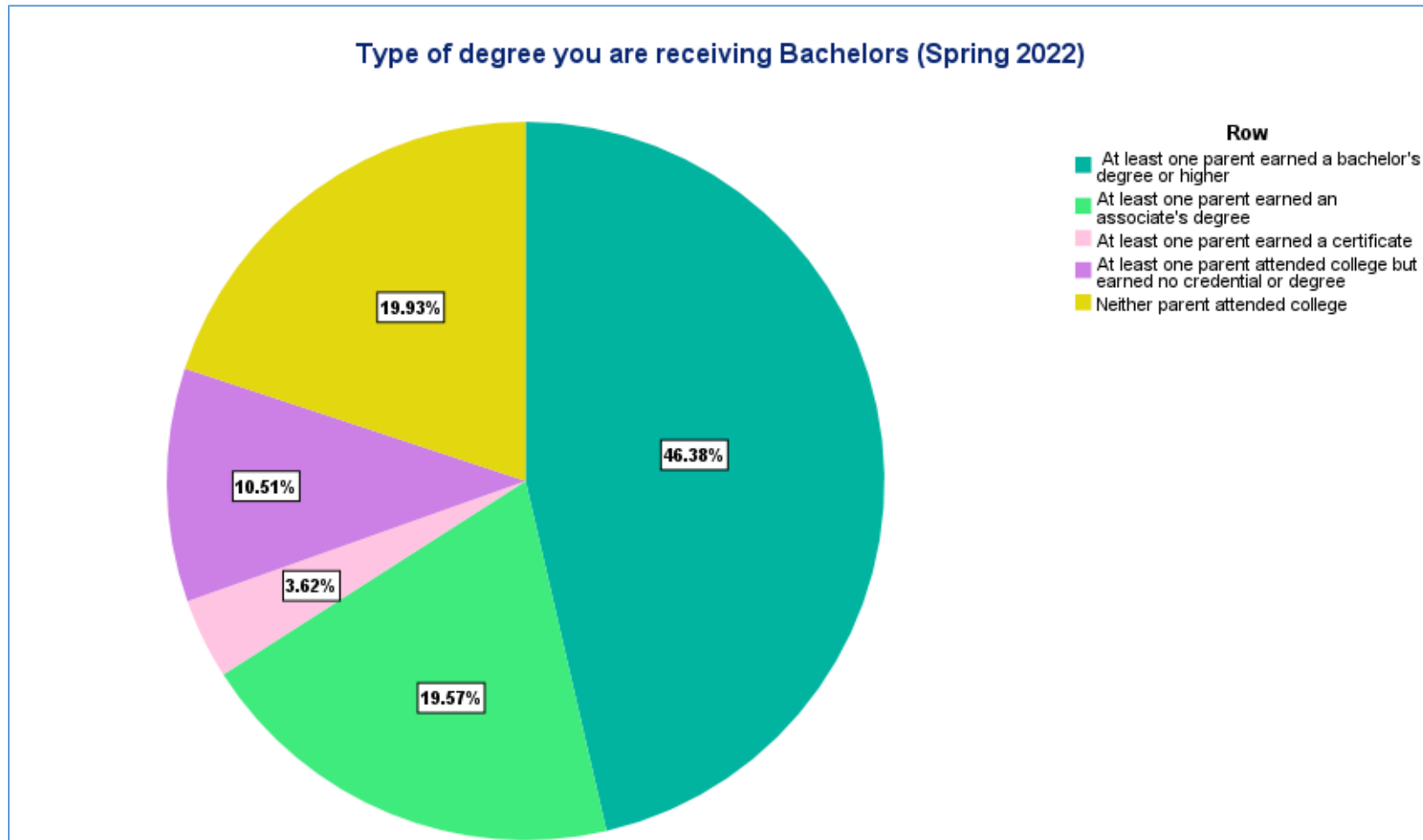
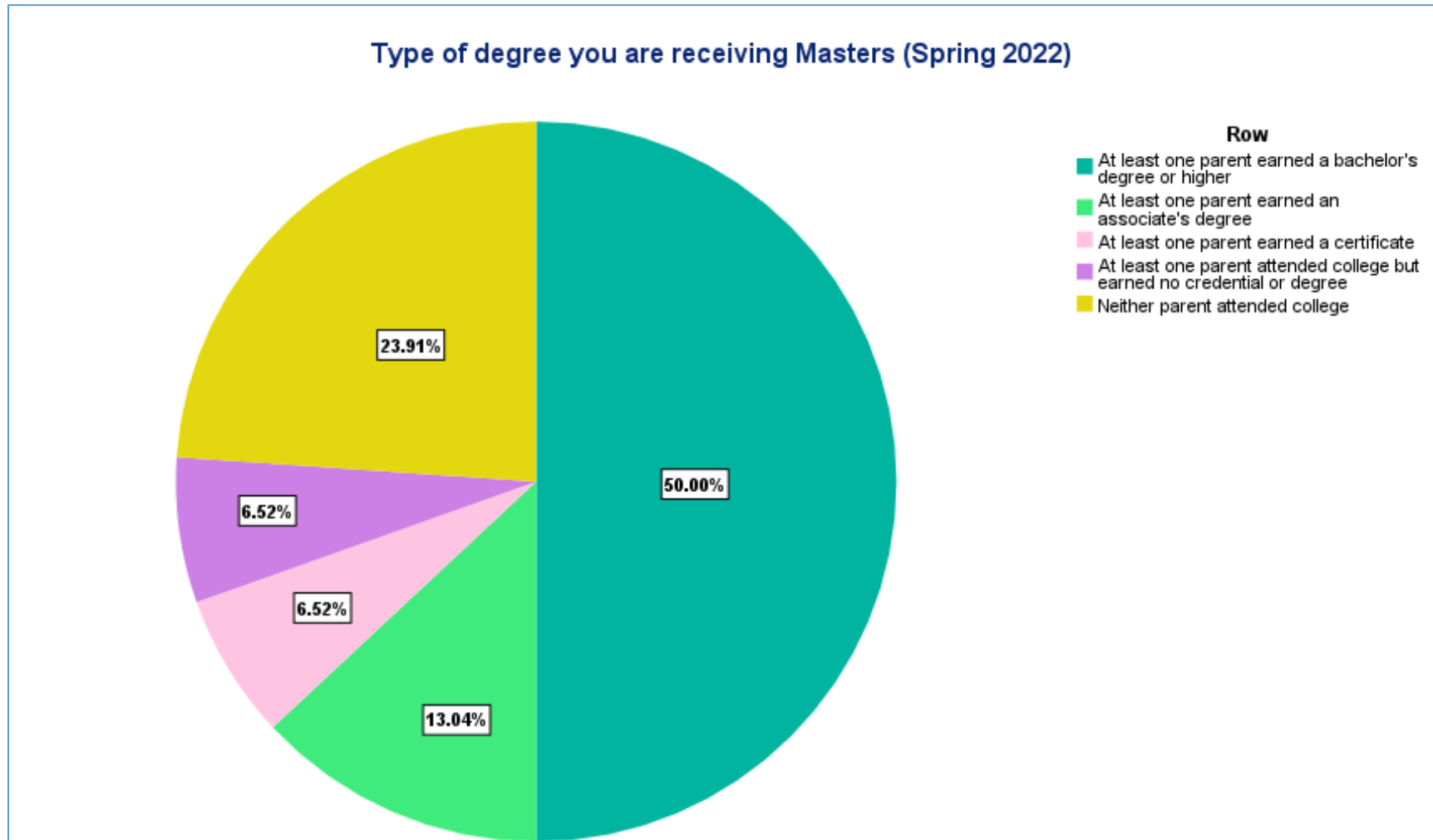


Figure 17: Parents Educational Attainment Level by Master's Degree (Spring 2022)



Appendix A

Francis Marion University (Exit Survey)

Office of Institutional Effectiveness

Your feedback is invaluable as we continuously evaluate and improve our programs. As you become alumni of the University, we need your help as we seek to meet the educational needs of the students who follow. Please read each statement carefully and fill in the response that best expresses your opinion. Thank you and congratulations!

Demographic Information

Student ID: _____ FMU Email Address: _____
 Age: _____ Email Address After Graduation: _____
 Gender: _____ Female _____ Male _____ Other
 Type of degree you are receiving: _____ Bachelors _____ Masters _____ Doctorate

Check Your Major/Program of Study

Undergraduate Degrees

Accounting	Elementary Education	History	Nursing
Art Education	Engineering Technology	Industrial Engineering	Political Science
Biology	English	Management	Psychology
Business Economics	Finance	Management Information Systems	Sociology
Chemistry	French	Marketing	Spanish
Computational Physics	General Business Administration	Mass Communication	Theatre Arts
Computer Science	General Studies	Mathematics	Visual Arts
Early Childhood Education	Health Physics	Middle Level Education	Other Programs
Economics	Healthcare Administration	Music Industry	

Graduate Degrees

Business [M.B.A.]	Health Sciences: Nursing (D.N.P), [M.S.N], (Post-baccalaureate or Post-masters)
Education [M.A.T] or [M.Ed.]	Health Sciences: Physician Assistant [M.S.P.A.S]
Psychology [M.S] or [S.S.P]	Health Sciences [M.SLP.]

Indicate the number of semesters that you attended FMU. _____

Section I. Reason for Attending FMU

Reasons for Attending FMU	Major Reason 1	Important Reason 2	Somewhat Important Reason 3	Not Important Reason 4	Not A Reason 5	Not Applicable N/A
1.) To receive a bachelor's degree						
2.) To receive a master's degree						
3.) To receive a doctoral degree						
4.) To become a well-rounded person						
5.) To experience college life						
6.) To help improve my general knowledge						
7.) To improve my critical thinking skills						
8.) To meet job requirements						
9.) To improve career advancement opportunities						
10.) The reputation of FMU faculty						
11.) To be able to stay at or near home						
12.) Recommended by family						
13.) Recommended by friends						
14.) Other						

Section II. Financial Obligations

15. While at FMU I worked:	_____ On-Campus _____ Off-Campus _____ Did Not Work															
16. How many hours per week did you work?	_____ 1-10 Hours _____ 11-20 Hours _____ 21-35 Hours _____ Over 35 Hours															
17. While enrolled at FMU have you borrowed money to finance your tuition or educational expenses? _____ Yes _____ No	<p>If YES, Indicate the category which includes the amount of money that you have borrowed.</p> <table border="0"> <tr> <td>_____ Less than \$5,000</td> <td>_____ \$25,000 - \$29,999</td> <td>_____ \$50,000 - \$54,999</td> </tr> <tr> <td>_____ \$5,000 - \$9,999</td> <td>_____ \$30,000 - \$34,999</td> <td>_____ \$55,000 - \$59,999</td> </tr> <tr> <td>_____ \$10,000 - \$14,999</td> <td>_____ \$35,000 - \$39,999</td> <td>_____ \$60,000 - \$64,999</td> </tr> <tr> <td>_____ \$15,000 - \$19,999</td> <td>_____ \$40,000 - \$44,999</td> <td>_____ \$65,000 or More</td> </tr> <tr> <td>_____ \$20,000 - \$24,999</td> <td>_____ \$45,000 - \$49,999</td> <td></td> </tr> </table>	_____ Less than \$5,000	_____ \$25,000 - \$29,999	_____ \$50,000 - \$54,999	_____ \$5,000 - \$9,999	_____ \$30,000 - \$34,999	_____ \$55,000 - \$59,999	_____ \$10,000 - \$14,999	_____ \$35,000 - \$39,999	_____ \$60,000 - \$64,999	_____ \$15,000 - \$19,999	_____ \$40,000 - \$44,999	_____ \$65,000 or More	_____ \$20,000 - \$24,999	_____ \$45,000 - \$49,999	
_____ Less than \$5,000	_____ \$25,000 - \$29,999	_____ \$50,000 - \$54,999														
_____ \$5,000 - \$9,999	_____ \$30,000 - \$34,999	_____ \$55,000 - \$59,999														
_____ \$10,000 - \$14,999	_____ \$35,000 - \$39,999	_____ \$60,000 - \$64,999														
_____ \$15,000 - \$19,999	_____ \$40,000 - \$44,999	_____ \$65,000 or More														
_____ \$20,000 - \$24,999	_____ \$45,000 - \$49,999															

Section III. FMU Support Services

Please share your perception of these support services at FMU. Check N/A for questions 18, 22, 24, 25, 27, 37, and 40 if you are graduating with a master's or doctoral degree.

How satisfied are you with:		Very Helpful	Helpful	Somewhat Helpful	Unhelpful	Very Unhelpful	Never Used	N/A
Center for Academic Success and Advisement (CASA)	18. CASA Advising							
	19. Career Development							
	20. Tutoring Center							
	21. Writing Center							
Student Life Support Services	22. Campus Recreational Activities							
	23. Cultural Programs							
	24. Greek Life							
	25. Residence Life							
	26. Student Life (events, organizations)							
	27. Student Government							
Contractual Support Services	28. Bookstore							
	29. Dining							
	30. Laundry							
	31. Vending							
Academic Support Services	32. Faculty Advisor							
	33. Classroom Instructors							
	34. Campus Technology							
	35. Counseling and Testing							
	36. Course Syllabi							
	37. Math Lab for Math 105, Math 110, & Math 111							
	38. Library							
	39. Registrar							
	40. Study Hall (Athletics)							

Business Offices	41. Cashier's Office/Accounting							
	42. Financial Assistance							
Health & Security Support Services	43. Campus Police							
	44. Student Health Services							
Media Center Support Services	45. Media Center							

Section IV. Future Formal Education

Check any of following applicable to you:

	Plan to seek a master's degree	
	Plan to seek a doctoral degree (Ph.D.; M.D.; J.D.; etc.)	
	Have been accepted for a doctoral degree at another university	Part-Time
	Have been accepted for a doctoral degree at another university	Full-Time
	Have been accepted for a master's degree at another university	Part-Time
	Have been accepted for a master's degree at another university	Full-Time
	Have been accepted for a master's degree at FMU	
	Have been accepted for a doctoral degree at FMU	
	Plan to live in SC after finishing all of your education	

Section V: FMU Educational Experiences

Write N/A for questions 50 and 51 if you are graduating with a master's or doctoral degree.

How satisfied are you with:	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	N/A
46. MAJOR program of study							
47. INSTRUCTION in major program of study							
48. OVERALL ACADEMIC EXPERIENCE							
49. OVERALL EXPERIENCE							
50. GENERAL EDUCATION program of study (non-major requirements)							
51. INSTRUCTION in general education							

How often did you engage in the following activities?	Very Often	Often	Sometimes	Rarely	Never
52. Career-related advanced education or training					
53. Lifelong learning/personal enrichment studies outside career area(s)					
54. Student membership in professional/disciplinary organizations					
55. Volunteer, public or community service					
56. Social/recreational organizations					
57. Support or participation in the arts					
58. Participation in research with faculty					
59. Attendance at FMU's home games					

If you participated in university-sponsored travel, please list your destination, state/country, the amount of time spent, and reason for travel.

<u>Destination</u>	<u>State/Country Visited</u>	<u>Time Spent</u>	<u>Reason</u>

Section VI: Employment and Experience

Employment

Do you have full-time employment or an offer of full-time employment upon graduation?

☐ Yes

☐ No

If Yes:

1. When does/did employment begin:	___/___/___
2. Employment Location:	City: _____ State: _____
3. Employed in what industry?	
4. What is your job title?	
5. What is your salary range?	<input type="checkbox"/> Less than \$20,000 <input type="checkbox"/> \$35,000 - \$39,999 <input type="checkbox"/> \$55,000 - \$59,999 <input type="checkbox"/> \$20,000 - \$24,999 <input type="checkbox"/> \$40,000 - \$44,999 <input type="checkbox"/> \$60,000 or greater <input type="checkbox"/> \$25,000 - \$29,999 <input type="checkbox"/> \$45,000 - \$49,999 <input type="checkbox"/> \$30,000 - \$34,999 <input type="checkbox"/> \$50,000 - \$54,999
6. Did you use social media to aid your job search?	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, what type of social media did you use? Check all that apply: <input type="checkbox"/> Facebook <input type="checkbox"/> LinkedIn <input type="checkbox"/> Instagram <input type="checkbox"/> Twitter <input type="checkbox"/> Snapchat <input type="checkbox"/> Other
7. How did you learn of the job opening?	<input type="checkbox"/> Newspaper <input type="checkbox"/> Advertisement <input type="checkbox"/> Website <input type="checkbox"/> FMU Career Fair <input type="checkbox"/> Social Media <input type="checkbox"/> Professor <input type="checkbox"/> Friend or Family <input type="checkbox"/> Fraternity/Sorority <input type="checkbox"/> Other
8. Does the job require a bachelor's degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Does the job require a bachelor's degree with your major?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Does the job require a master's/doctoral degree?	<input type="checkbox"/> Yes <input type="checkbox"/> No

If No:

1. Have you applied for employment?	<input type="checkbox"/> Yes <input type="checkbox"/> No If No, when do you plan to seek employment? _____
2. Do you intend to consult with FMU Career Development?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. If you have not been offered full-time employment, do you anticipate being employed full-time within the next 6 months?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Military Service

1. Are you currently serving in the military?	If Yes, <input type="checkbox"/> Full-Time Active Duty <input type="checkbox"/> Reserve/National Guard If No, <input type="checkbox"/> Veteran <input type="checkbox"/> N/A
---	--

Professional Experience

1. Have you ever participated in a practicum, internship, field experience, co-op, or clinical assignment at FMU? _____ Yes _____ No	If Yes, was the practicum, internship, field experience, co-op, or clinical assignment paid? _____ Yes _____ No
2. Have you used FMU Career Development Services? _____ Yes _____ No	If Yes, what type of resource have you used? Check all that apply: <input type="checkbox"/> FMU Career Fair <input type="checkbox"/> Facebook Page <input type="checkbox"/> Class Workshops <input type="checkbox"/> Books <input type="checkbox"/> Website <input type="checkbox"/> Career Inventory <input type="checkbox"/> GRE/Graduate School Workshops <input type="checkbox"/> One-on-One Appointments <input type="checkbox"/> Career Connections Workshops

What is MOST LIKELY to be your PRINCIPAL activity upon graduation? (Please place an "X" by your response).

<input type="checkbox"/>	Employment, full-time paid	<input type="checkbox"/>	Additional undergraduate coursework
<input type="checkbox"/>	Employment, part-time paid	<input type="checkbox"/>	Military service
<input type="checkbox"/>	Graduate or professional school, full-time	<input type="checkbox"/>	Volunteer activity (e.g. Peace Corps)
<input type="checkbox"/>	Graduate or professional school, part-time	<input type="checkbox"/>	Starting or raising a family
<input type="checkbox"/>	Other, please specify:		

Which faculty or staff members had the greatest influence on you during your time at FMU?

Name	How?

What could FMU have done differently that would make your time here more valuable?

--

Complete the following if you are completing a master's or doctoral degree:

Was FMU your first choice for attending your graduate program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	---

Complete the following if you are completing a bachelor's degree:

Was FMU your first choice out of high school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was it your first intent to transfer to another institution?	<input type="checkbox"/> Yes <input type="checkbox"/> No

List any foreign language(s) you studied at FMU and indicate the number of semesters you studied.	
Foreign Language	Semesters Studied

Please evaluate these specific aspects of your educational experiences at FMU:	Agree Strongly	Agree Moderately	Agree a Little	Neither Agree nor Disagree	Disagree a Little	Disagree Moderately	Disagree Strongly
My general education courses helped me develop the ability to write and speak English clearly, logically, creatively, and effectively.							
My general education courses helped me learn to read and listen with understanding and comprehension.							
My general education courses helped me to learn to use technology to locate, organize, document, present, and analyze information and ideas.							
My general education courses increased my ability to explain artistic processes and products.							
My general education courses increased my ability to use fundamental mathematical skills and principles in various applications.							
My general education courses helped me to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.							
My general education courses increased my ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.							

My general education courses increased my ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.							
My general education courses increased my ability to reason logically and think critically in order to develop problem-solving skills to make informed and responsible choices.							

THANK YOU for completing the survey!

CONGRATULATIONS GRADUATE!!!