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Francis Marion University

General Education Report

2022-2023 Academic Year

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DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

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Acknowledgement

The completion of this report is due to so many people involved and dedicated to the students of Francis Marion University. Special thanks goes to the faculty and staff for their work involved in making this report possible:

Faculty and Staff in all Programs and Departments (2022-23 Academic Year)

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Executive Summary

This General Education Report 2022-23 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 target(s) 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; and Francis Marion University Exit Survey results for academic years 2020-2021, 2021-22, and 2022-23; and Recommendations.

Table (i) shows the number of program/departments reported in the General Education Reports for 2016-2017 to 2022-23 academic years. For the academic year 2022-2023, thirty-one programs/departments submitted either the IE Program/Department Reports and/or the General Education Reports. Out of these academic reports, a total of 41 Student Learning Outcomes (SLOs) addressed the nine General Education Goals. 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 2022-2023 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	2022-23 Academic Year
English Composition	English Composition*	English Composition*	English Composition*	English Composition*	English Composition*	English Composition*
Speech Program	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*	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*	Physics, Industrial Engineering & Mechanical Engineering*
Mathematics Program	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 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	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*	Sociology*
	Theatre Arts	Theatre Arts	Theatre Arts	Theatre Arts		
		Professional Writing Program*	Professional Writing Program*	Professional Writing Program*	Professional Writing Program*	Professional Writing Program*
				BA/Liberal Arts*	BA/Liberal Arts*	BA/Liberal Arts*
					English General Education Literature Curriculum*	English General Education Literature Curriculum*
	Languages					
Chemistry Program		Chemistry*				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 102 (2022-2023)***	GE-SLO 1a	Benchmark Met
			GE-SLO 1b	Benchmark Met
			GE-SLO 1c	Benchmark Not Met
	Speech Program	**SPEECH 101***	SLO 1.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
			SLO 4 .0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
	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 Benchmark Met
			SLO 4	Baseline Met Benchmark Met
Goal 2	**Speech Program**	**SPEECH 101***	SLO 3.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark 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 Benchmark Met
Goal 3	**English General Education Literature Curriculum**	**ENG 250, ENG 250G, ENG 251 & ENG 252***	SLO 2	Baseline Met Benchmark Met
			SLO 3	Baseline Met Benchmark Met
			SLO 5	Baseline Met Benchmark Not Met
Goal 4	**Mathematics Program**	**Math 111 ***	SLO 1.0	Overall Benchmark Not Met Outcome 1.1 – Benchmark Not 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 Not 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	6/6 Measurable Outcomes – Benchmark Met
	Chemistry	**CHEM 111**	SLO 1	Baseline, Benchmark & Target N/A
Goal 5	**Physics, Industrial Engineering, & Mechanical Engineering**	**Physical Science 101 - PSCI (Lab) ***	SLO #5	7/7 Measurable Outcomes – Benchmark Met
	Department of Biology	**BIO 103 & 104***	SLO 1	Benchmark Not Met
			SLO 2	Benchmark Met
	Chemistry	**CHEM 111**	SLO 2	Baseline, Benchmark & Target N/A
Goal 6	**Department of History**	**HIST (100-level courses)***	SLO 5.0	Benchmark Not Met
			SLO 3.0	Benchmark Not Met
			SLO 6.0	Benchmark Not Met
Goal 7	**Speech Program**	**SPEECH 101***	SLO 2.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
	Department of History	**HIST (100-level courses)***	SLO 5.1	Benchmark Not Met
	Sociology	**SOCI 201***	SLO 1: 7e	Benchmark Not Met
			SLO 2: 7f	Benchmark Not Met
	English General Education Literature Curriculum	**ENG 250, ENG 250G, ENG 251 & ENG 252***	SLO 3	Baseline Met Benchmark Not Met
Goal 8	Department of Political Science and Geography	POL 101	SLO 1.0	Target Met
		POL 103	SLO 2.0	Target Met
Goal 9	**Physics, Industrial Engineering, & Mechanical Engineering**	**Physical Science 101 - PSCI (Lab) ***	SLO #9	1 Measurable Outcome – Benchmark Met
	Sociology	**SOCI 201***	SLO 3: 9b	Benchmark Not Met
	Speech Program	**SPEECH 101***	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 Benchmark Met

* 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 2022, Fall 2022, and Spring 2023 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 2022-2023 academic year are tallied and illustrated in *Table 22 and Figures 3 to 12*. Following, *Figure 13* shows students' satisfaction level based on their General Education program of study (non-major requirements). *Table* 23, 24, & 25; 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 2022-23 academic year, 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 26* and *Figures 16 & 17*. Next, Table 27 and Figure 17 show student's parent's educational attainment level by the general education goals.

In conclusion The General Education Report (2022-2023) 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; Francis Marion University Exit Survey results for 2022-23 academic year; and Recommendations. As a result, recommendations are made by the Director of Institutional Effectiveness and the Institutional Effectiveness Committee similar to the 2021-2022 General Education Report:

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		
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.

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		
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	Yes	
English General Education Literature Curriculum	Yes	

General Education Assessment

For the 2022-2023 academic year, thirty-one programs/departments submitted program/department Institutional Effectiveness (IE) reports to the Office of Institutional Effectiveness. Eleven 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; Sociology; Professional Writing Program, BA/Liberal Arts Program; English General Education Literature Curriculum and Chemistry. Data for assessing General Education Goals was extracted from another Program/Department report (Department of Political Science & Geography).

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 2021-2022	Academic year 2022-2023
# of Program/Departments	34	34	34	35	35	31
# of Program/Departments Submitting General Education IE Reports & Program/Department IE Reports	6	9	8	9	10	11
# of Submitted Program/Department Reports	28	25	26	26	25	20
Total Number of Student Learning Outcomes (SLOs) Addressing General Education Goals	44	47	42	40	42	41

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 102***	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 & 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
Department of History	**Lower-division (100 level courses)***	Goal 1	2
		Goal 6	3
		Goal 7	1
Sociology	**SOCI 201***	Goal 7	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
Chemistry	**CHEM 111**	Goal 4 & Goal 5	2
Total Student Learning Outcomes			**41**

* 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 102 (2022-2023)***	**Catherine C. England**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	Department of History	**HIST (100-level courses)**	**William Bolt**
	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	**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**
Goal 4	**Physics & Industrial Engineering**	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
	Mathematics Program	**Math 111 ***	**Renee Dowdy, Thomas Fitzkee, Jordan Kirby, Dan Scofield**
	Chemistry Department	**CHEM 111***	**Jennifer Kelley**
Goal 5	**Department of Biology**	**BIO 103 & 104 ***	**Jason Doll**
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
	Chemistry Department	**CHEM 111***	**Jennifer Kelley**
Goal 6	**Department of History**	**HIST (100-level courses)**	**William Bolt**
Goal 7	**Department of History**	**HIST (100-level courses)**	**William Bolt**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	Sociology	**SOCI 201***	**Jessica Burke**
	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**
	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 102 (2022-2023) 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	**ENG 250, ENG 250G, ENG 251, & ENG 252 HIST (100-level courses)**	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)** **ENG 250, ENG 250G, ENG 251, & ENG 252**	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) CHEM 111**	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) CHEM 111**	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 one to nine 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 102, Speech 101, HIST (100-Level Courses), ENG 495, ENG 496, ENG 250, ENG 250G, ENG 251 and ENG 252.
- 13 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for nine out of eleven Student Learning Outcomes
    - 2 SLOs had both direct and indirect assessments. Benchmark met for the direct assessments and benchmark met for the indirect assessments.

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

- Courses in SPEECH 101, ENG 496, ENG 250, ENG 250G, ENG 251 and ENG 252.
- 3 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for two Student Leaning Outcomes
    - 1 SLOs had both direct and indirect assessments. Benchmark met for the direct assessment and benchmark met for the indirect assessment.

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

- ENG 250, ENG 250G, ENG 251 and ENG 252.
- 3 Student Learning Outcomes
- Two out of three Student Learning Outcomes met their Benchmark

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

- PSCI (Lab), Math 111 and CHEM 111
- 5 Student Learning Outcomes with multiple measures amongst the two subjects PSCI and Math.
- Introduction of 1 New SLO from CHEM 111
- Assessment Results –
  - Benchmark Met for eleven out of twenty-one Sub-Student Learning Outcomes (measures). Overall Benchmarks for Math 111 were not met (four main SLOs). Multiple measures assessed using both Direct and Indirect Assessment.
  - Benchmark and Target are not established for CHEM 111 SLO 1.

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, BIOL 104, and CHEM 111.
- 3 Student Learning Outcomes
- 1 Student Learning Outcome presents results but has not established Benchmark and Target.
- Assessment Results –
  - Two out of three SLOs Benchmark Met. Seven sub-SLOs Benchmark Met for PSCI (Lab).
  - Benchmark and Target are not established for CHEM 111 SLO 1.

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)
- 3 Student Learning Outcomes
- Assessment Results –
  - Three 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), SOCI 201, ENG 250, ENG 250G, ENG 251 and ENG 252.
- 5 Student Learning Outcomes
- Assessment Results –
  - One out of four SLOs Benchmark Met.
  - One SLOs had both Direct and Indirect Assessment for which Benchmarks were Met.

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), SOCI 201, SPEECH 101, ENG 495, ENG 250, ENG 250G, ENG 251 and ENG 252.
- 11 Student Learning Outcomes
- Assessment Results –
  - Benchmark Met for eight out of nine Student Learning Outcomes
  - Two SLOs had both Direct and Indirect Assessment for which Benchmarks were Met for both Direct and Indirect assessments.

Student Learning Outcomes and General Education Goals by Program/Department

The programs/departments listed below addressed the General Education Program using a total of 41 Student Learning Outcomes (SLOs).

- English Composition
- Speech Program
- Department of Biology
- Physics
- Mathematics Program
- Department of History
- Department of Political Science & Geography
- 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 2022-2023, the program used both direct and indirect assessments. Specifically, 225 composition students, or about 37% of fall composition students taking any composition course, participated in a writing attitude survey (indirect assessment). In addition, we performed a direct assessment of our ENGL 102. Our end-of-the-semester direct assessment of ENGL 102 consisted of 76 randomly selected portfolios. For a complete explanation of the assessment methods, refer to the English Composition Program's Institutional Effectiveness Report: Academic Year 2022-2023. That report also contains the program's mission as well as the results of direct and indirect assessment.

To assess the above General Education goals, our First-Year Advisory Committee created and assessed those same 76 randomly selected portfolios 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 new General Education goal, baselines are not yet available. The benchmark for the general education goal is set at 75%. Our target (new this year) is 80%. The assessment method and process mirrored our programmatic assessment; in addition, the GE results were considered when deciding if 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 102	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 new General Education goal, baselines are not yet available. The benchmark for the general education goal is set at 75%. Our target (new this year) is 80%. The assessment method and process mirrored our programmatic assessment; in addition, the GE results were considered when deciding if a third reader was needed.	A) Results: 87% of student portfolios met this measure, or 66 of the 76 scored a 2.49 or above on a 4-point scale.
			Goal-GE-SLO 1b: The portfolio demonstrates the student's ability to integrate relevant research when appropriate.		B) Results: 76% of student portfolios met this measure. 58 of 76 achieved a 2.49 or above on a 4-point scale.
			Goal-GE-SLO 1c: The portfolio demonstrates the student's ability to produce developed, insightful arguments.		C) Results: 67% of students successfully met this measure. Specifically, 51 of the 76 portfolios scored a 2.49 or above on a 4-point scale.

Action Items:

SLO 1a: BENCHMARK AND TARGET ACHIEVEMENT, AND DISCUSSION: Benchmark achievement: Our 75% benchmark was met. Target achievement: Our 80% target was met. Discussion: Results were strong. This is an improvement upon our results of 85% for ENGL 102 in 2020-2021. Because we only have two years of data for ENGL 102, we do not have a baseline established. Please note that results this year were much stronger than the 80% we achieved last year when assessing ENGL 101; we expected and found a stronger result for the ENGL 102 students.

SLO 1b: BENCHMARK AND TARGET ACHIEVEMENT AND DISCUSSION: Benchmark achievement: Our 75% benchmark was met. Target achievement: Our 80% target was not met. Discussion: Results were satisfactory. We saw a decline from the 82% successful rate for ENGL 102 students in 2020-2021, but we also saw a tremendous increase upon the 55% successful rate for ENGL 101 students in 2021-2022, showing once again that students do advance within the program and that ENGL 102 is essential to the students meeting general education goals.

SLO 1c: BENCHMARK AND TARGET ACHIEVEMENT, AND DISCUSSION: Benchmark achievement: Our 75% benchmark was not met. Target achievement: Our 80% target was not met. Discussion: We saw a large decline with 102 performances from 2020-2021 when 81% were successful, but we also saw the expected improvement upon the 56% of ENGL 101/101E students who were successful in 2021-2022.

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 SNumber	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.** **Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.**	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 *Competent Speaker* 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 *Competent Speaker* evaluation form to assess these five students in each of their sections. Designed by the National Communication Association, the *Competent Speaker* 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 competencies was established from last year's results as shown below.	*Direct Assessment* In the 2022-2023 academic year, 96 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 all of the 8 individual competencies. As the extent to which the five SLOs are achieved is determined by student performance in each of the eight competencies,
		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. **Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.**	SLO 3.0: Students will learn to research and offer support for the content of the message		

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		Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.	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%. 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. *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) BASELINE: The results from the 2020-2021 indirect assessment and newly established baseline are as follows: 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%** *BENCHMARK:* 80% of responding students will offer a positive endorsement (indicate *agree* or *strongly agree*) 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 *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey.	the results suggest that all of the 5 SLOs were met this academic year. *Indirect Assessment* In the 2022-2023 academic year 100 students completed the indirect measure. The benchmark of 80% of assessed students offering a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey was surpassed.

Table 9a: Direct Assessment Results

Type of Speech (2022-2023)		Competency								Average Total 8 Comp	%
		One	Two	Three	Four	Five	Six	Seven	Eight		
Informative Speech	Mean	2.00	1.95	1.71	1.78	2.10	1.63	2.02	1.54	1.84	61.37
	Average %	66.67	64.93	56.94	59.38	70.14	54.17	67.36	51.39		
	N	96	96	96	96	96	96	96	96		
Persuasive Speech	Mean	2.18	2.36	2.22	2.27	2.44	2.07	2.39	1.97	2.24	74.58
	Average %	72.57	78.82	73.96	75.69	81.25	69.10	79.65	65.61		
	N	192	192	192	192	192	192	191	191		

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. **89%**

gather quality research material to support thesis and main points. **95%**

organize material into a clear message and easy-to-follow progression. **86%**

use appropriate and effective language for a given audience and speaking situation. **92%**

offer a clear and smooth delivery of the message. **84%**

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. Further, the continued improvement shown in the 2022-2023 academic year indicates that we have a solid instrument and a solid course of action to achieve the goals outlined in the instrument. One more year of such results may indicate a need to adjust our 5-year targets.

Although we have met or exceeded all benchmarks, a focus on continued attention (outlined below) should be should be given to 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 stetting 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 a 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 84%. Measure 5 ask 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 make 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 on 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.

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, Environmental Science 101, 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 for Biology 103/Environmental Science 101. Achievement improved by 49.1% in Biology 103/Environmental Science 101 and 34.5% 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 and ENVR 101 students at the beginning and at the end of the fall semester 2022. We administered the exam to Biology 104 students at the beginning and at the end of the spring 2023 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 (previous 2-year average of Bio 103 and Bio 104) 74.7%, Benchmark 76%, Target 77%, as measured by a cumulative post-exam.	1. The students demonstrated the ability to describe of the natural world at an average of 67.2% as measured by a cumulative exam. Since that is less than the benchmark of 76% and the target of 77.0%, 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 (previous 2-year average of Bio 103 and Bio 104) 64.2%, Benchmark 65%, Target 66%, as measured by a cumulative exam.	2. The students demonstrated the ability to critically analyze experimental evidence and reach conclusions at an average of 76.6% as measured by a cumulative exam. Since that is higher than the benchmark of 65% and the target of 65%, both 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 10a and 10b 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 10a. Summary of results of the Biology 103 and Environmental Science 101 cumulative exam administered in Fall 2022 at the beginning and at the end of the semester. Results from the Fall 2021 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 2021 Pre	Fall 2021 Post	Fall 2022 Pre	Fall 2022 Post
1. The student will have the ability to describe understanding of the natural world.	1, 6-8, 11-15	56.9	83.2	51.3	76.4
2. The student will have the ability to critically analyze experimental evidence and reach conclusions.	2-5, 9, 10, 16-18	544	73.2	51.3	76.6
Number of students		53	86	86	65
Overall mean		**55.7%**	**78.0%**	**78%**	**76.5**

Table 2. Summary of results of the Biology 104 cumulative exam administered in Spring 2023 at the beginning and at the end of the semester. Results from the Spring 2022 semester are included for comparison.

Student Learning Outcome	Assessment (question that pertains to each learning outcome)	Result (Mean percent correct)			
		Spring 2022 Pre	Spring 2022 Post	Spring 2023 Pre	Spring 2023 Post
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	68.4	82.7	43.6	58.2
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	53.7	65.0	56.2	76.0
Number of students		43	87	51	25
Overall mean		**61.9%**	**74.9%**	**49.9%**	**67.1**

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) within the Biology 103 and Environmental Science 101 courses (Benchmarks: SLO 1 76%, SLO 2 65%; Targets: SLO 1 77%, SLO 2 66%) in both the overall exam average and on questions that assessed each SLO separately. However, only SLO 2 (critically analyze experimental evidence and reach conclusions) within Biology 104 courses exceeded the benchmark and target. Achievements at the end of both courses

in 2022 were higher than achievements at the beginning. However, compared to the previous year, SLO 1 decreased for both classes while SLO increased in both classes. Overall achievement increased by 49.1% in Biology 103/Environmental Science 101 and 34.5% 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 the ability to critically analyze experimental evidence and reach conclusions.

1. We will continue to administer the cumulative exams in both semesters (Biology 103 and Environmental Science 101 Fall, Biology 104 Spring) and to as many sections of the courses as possible.

2. To improve student achievement, faculty will reinforce certain core principles and concepts and critical thinking skills. Benchmarks and targets were achieved in Biology 103/ Environmental Science 101. 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 2023-2024 academic year. Creation of different but comparable forms of each exam for all courses was completed but evaluation of the results for reliability and refinement of the exams is not complete and will be carried over to the 2023-2024 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 2023-2024 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 2023-2024 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=206) Post-Test Results (N=201) 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	**5.1**	**7.7**
				2. Design experimental tests to eliminate (rule out) variables that do not affect the desired property. Gen Ed goals: #4 and #5.	**4.2**	**7.3**
				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	**4.4**	**7.0**
				4. Demonstrate proficiency in the data collection and analysis process; accurate measurements and computations. Gen Ed goals: #4, and #5.	**6.0**	**8.4**
				5. Identification and minimization of sources of experimental errors, both random and systematic; computation of *percent difference* or *percent error* where appropriate. Gen Ed goals: #4, and #5	**3.5**	**7.3**
				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	**4.5**	**7.6**
				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**	**7.0**

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, 7.0
        2020 – 2021: 7.6, 6.8, 7.5, 7.5, 6.6, 7.0, 7.5
        2021 – 2022: 6.3, 6.8, 6.7, 7.2, 6.6, 6.7, 6.4

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 all seven outcomes.

For the next academic year, we plan to completely change the structure of our PSCI 101 Labs to implement inquiry-based active learning throughout the semester because this has shown to be better for learning and retention. We have identified a curriculum to use called Next Gen PET, which we will modify to better fit in our classroom and allotted class time. This will require us to change how we assess student learning, and we intend to focus for the first year on General Education Goals 5 & 9. Because there will be three overarching topics, we will have assessments at 3 points in the semester.

Mathematics Program

Preparer: Mrs. Renee Dowdy, Dr. Thomas Fitzkee, Dr. Jordan Kirby, and Dr. Dan Scofield submitted 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.	SLO 1.0: Students will be proficient in the techniques for evaluating functions and graphs. Outcome 1: Students will demonstrate competence to evaluate a function from its graphical representation. Outcome 2: Students will demonstrate competence to evaluate an exponential function. Outcome 3: Students will demonstrate competence to evaluate a rational function. Outcome 4: Students will respond to a statement concerning their confidence in their ability to evaluate functions and graphs.	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	*Outcome 1 did not achieve the benchmark.* *Outcome 2 did not achieve the benchmark.* *Outcome 3 did achieve the benchmark.* *Outcome 4 did achieve the benchmark.* *SLO 1.0's overall benchmark was not achieved.*
			SLO 2.0: Students will be proficient in the techniques for solving polynomial equations. Outcome 1: Students will demonstrate competence to solve a polynomial equation with rational solution(s). Outcome 2: Students will demonstrate competence to		*Outcome 1 did not achieve the benchmark.* *Outcome 2 did not achieve the benchmark.* *Outcome 3 did not achieve the benchmark.*

			solve a quadratic equation with irrational solutions. Outcome 3: Students will demonstrate competence to solve a geometric word problem leading to a quadratic equation. Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations, predominantly quadratic equations.	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.	*Outcome 4 did achieve the benchmark.* *SLO 2.0's overall benchmark was not achieved.*
			SLO 3.0: Students will be proficient in the techniques for solving rational equations. Outcome 1: Students will demonstrate competence to solve a rational equation. Outcome 2: Students will demonstrate competence to solve a word problem involving distance, rate, and time. Outcome 3: Students will respond to a statement concerning their confidence in their ability to solve rational equations.	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	*Outcome 1 did not achieve the benchmark.* *Outcome 2 did not achieve the benchmark.* *Outcome 3 did achieve the benchmark.* *SLO 3.0's overall benchmark was not achieved.*
			SLO 4.0: Students will be proficient in the techniques for solving exponential, radical, and logarithmic equations. Outcome 1: Students will demonstrate competence to solve an exponential equation.		*Outcome 1 did not achieve the benchmark.* *Outcome 2 did not achieve the benchmark.*

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

Table 13a: Assessment Results

Assessment Problem	2019-20	2020-21	2021-22	2022-23
Goal 1.0 Outcome 1	65.1	68.3	73.4	65.2
Outcome 2	59.7	68.1	58.4	66.0
Outcome 3	88.3	86.6	86.8	80.3
Outcome 4	2.14	2.30	2.06	2.12
Goal 2.0 Outcome 1	82.0	80.4	72.8	43.6
Outcome 2	67.7	74.6	63.9	55.8
Outcome 3	54.3	59.1	61.8	58.0
Outcome 4	2.34	2.32	2.23	2.13
Goal 3.0 Outcome 1	70.1	79.4	68.1	60.3
Outcome 2	57.4	65.1	60.2	48.1
Outcome 3	2.24	2.34	2.22	2.20
Goal 4.0 Outcome 1	66.9	67.8	55.9	53.4
Outcome 2	73.9	74.4	59.9	62.1
Outcome 3	70.0	71.1	59.8	55.6
Outcome 4	2.15	2.33	2.08	2.12

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 1.0: Students will be proficient in the techniques for evaluating functions and graphs.

> Outcome 1: Students will demonstrate competence to evaluate a function from its graphical representation.
>
> Outcome 2: Students will demonstrate competence to evaluate an exponential function.
>
> Outcome 3: Students will demonstrate competence to evaluate a rational function.
>
> Outcome 4: Students will respond to a statement concerning their confidence in their ability to evaluate functions and graphs.

> *Outcome 1: Instructors are recommended to spend a class period (or half a class period) on a Desmos lesson or something equivalent to use technology to visualize graphs.*
>
> *Outcome 2: Instructors are recommended to use differentiating examples (i.e., bacterial growth populations, exponential growth in cars or similar) instead of financial examples. These types of examples could make the problems more relatable to students that may lack of familiarity with financial terms..*
>
> *Outcome 3: Instructors are recommended to weave rational numbers throughout the course with a potential extra review at the beginning of the semester on fraction operations to aid understanding of rational functions.*

SLO 2.0: Students will be proficient in the techniques for solving polynomial equations.

> Outcome 1: Students will demonstrate competence to solve a polynomial equation with rational solution(s).
>
> Outcome 2: Students will demonstrate competence to solve a quadratic equation with irrational solutions.
>
> Outcome 3: Students will demonstrate competence to solve a geometric word problem leading to a quadratic equation.

Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations, predominantly quadratic equations.

Outcome 1: Instructors are recommended to continue stressing difference between expressions which are simplified and equations which are solved. Incorporating more rational numbers as mentioned in SLO 1.3 should allow students to be more comfortable with rational solutions in general.

Outcome 2: Instruction should continue to include practice of basic operations with signed numbers and review of simplifying radical expressions. More homework problems/class examples with irrational solutions and frequent use of negative numbers in practice problems may further assist with comfortability on basic operations.

Outcome 3: Word problems should be the included throughout the course and not included for some select sections of the class. Instructors can choose one or two word problems in each section. Time should be spent at the beginning of the semester working on how to read word problems to reduce the anxiety when faced with a word problem. This should lead to more attempts to solve word problems.

SLO 3.0: Students will be proficient in the techniques for solving rational equations.

Outcome 1: Students will demonstrate competence to solve a rational equation.

Outcome 2: Students will demonstrate competence to solve a word problem involving distance, rate, and time.

Outcome 3: Students will respond to a statement concerning their confidence in their ability to solve rational equations.

Outcome 1: Instruction with frequent work with rational numbers can aid this process. Incorporating basic fraction rules (i.e., how to add and subtract fractions with just numbers) as an auxiliary practice tool for students to ground their understanding in numbers before moving to rational equations.

Outcome 2: Familiarity with word problems as mentioned earlier may help students solve DRT problems.

SLO 4.0: Students will be proficient in the techniques for solving exponential, radical, and logarithmic equations.

> Outcome 1: Students will demonstrate competence to solve an exponential equation.

> Outcome 2: Students will demonstrate competence to solve a radical equation.

> Outcome 3: Students will demonstrate competence to solve a logarithmic equation.

> Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve exponential, radical, and logarithmic equations.

Outcomes 1-3: Instruction should emphasize the valid actions to do to an equation, such as do the same thing to both sides, switch the equation, and re-express one side and keep the other side going. Further, emphasis should be made about common incorrect strategies and why they are incorrect (i.e., trying to divide by the base of an exponential equation or trying to square root to get rid of the variable in the exponent).

Preparer: Dr. William K. Bolt 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."	Lower-division (100-level courses) on-line survey. Results: 75.0% **Benchmark Not Attained**
			SLO 4.0: The student could effectively write an historical essay.		Lower-division (100-level courses) on-line survey. Results:67.0% **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: 74% **Benchmark Not Attained**
				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	

		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. Since a low percentage of students completed the online survey during 2022-2023, the department will now administer a scantron version of this survey in every class session for the 2023-2024 semesters. This will increase the number of responses significantly.	Lower-division (100-level courses) on-line survey. Results: 78.0% **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:80.1%
				  Benchmark: 80%
				  Target: 85%
				
				SLO 3.0
				
				  Baseline: 70.0%
				  Benchmark: 82%
				  Target: 85%
				
				SLO 4.0
				
				  Baseline: 81.7%
				  Benchmark: 81%
				  Target: 83%
				
				SLO 5.0
				
				  Baseline: 78.1%
				  Benchmark: 81%
				  Target: 83%
				
				SLO 5.1
				
				  Baseline: 80.5%
				  Benchmark: 80%
				  Target: 82%
					Lower-division (100-level courses) on-line survey. Results: 79%
					
					Benchmark Not Attained

			*SLO 6.0: Could explain what influence the past has on the present.	Baseline: 85.8% Benchmark: 85% Target: 87%	Lower-division (100-level courses) on-line survey. Results: 82% **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.

SLO	FALL 2022 Midterm	FALL 2022 Final	SPRING 2023 Midterm	SPRING 2023 Final	YEAR Average
2.1	73.2%	84.7%	76.6%	70.6%	76.3%
4.0	75.7%	86.6%%	74.3%	71.6%	77.1%
5.0	67.0%	79.1%	77.6%	70.6%	73.6%
5.1	80.4%	80.7%	78.5%	73.9%	78.4%

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.

Since a low percentage of students completed the online survey during 2022-2023, the department will now administer a scantron version of this survey in every class session for the 2023-2024 semesters. This will increase the number of responses significantly.

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: 75%   **Benchmark <u>Not</u> Attained**
Course-Level Assessments (Qualitative Analysis). Results: 76.3% **Benchmark <u>Not</u> Attained**
Average: 75.7%   *<u>Benchmark Not Attained</u>*

SLO 4.0 The student could effectively write an historical essay.

Lower-division (100-level courses) on-line survey. Results: 67% **Benchmark <u>Not</u> Attained**
Course-Level Assessments (Writing). Results: 77.1% **Benchmark <u>Not</u> Attained**
Average: 72.1% *<u>Benchmark Not Attained</u>*

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% **Benchmark <u>Not</u> Attained**
Course-Level Assessments (Critical Thinking). Results: 73.6% **Benchmark <u>Not</u> Attained**
Grand Total: 75.8% *<u>Benchmark Not Attained</u>*

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: 74% **Benchmark <u>Not</u> Attained**
Course-Level Assessments (Area Knowledge). Results: 78.4% **Benchmark <u>Not</u> Attained**
Grand Total: 76.2% *<u>Benchmark Not Attained</u>*

History Department Action Items

Despite the fact that student performance in 2022-2023 improved modestly compared to the previous year, 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 in previous years.

Broader Actions

- The department will continue to emphasize to students the importance of budgeting time to prepare for tests, especially final exams.
- Students will be encouraged to go to the Writing Center. Some instructors already require students to take a draft of a major paper to the Writing Center.
- 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.
  - 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. This equipment has been installed in Founders Hall 213A.

SLO 2.1 <u>The student can effectively offer analysis that supported the thesis statement.</u>

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 <u>The student could effectively write an historical essay</u>.

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 Powerpoint on that subject—but has to devote greater emphasis to this subject. Instructors will be encouraged to use this Powerpoint in their courses or at least make it available to all their students.

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

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 <u>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.</u>

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 see that 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 73.61% 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. Neither the baseline of 75% or the target of 80% was achieved, though the average performance approached the baseline.

Benchmark: Met |
| | | | SLO 2.0: Political Science students 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 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 81% level [baseline 78%, 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 three multiple choice questions embedded in class tests across all POLI 103 sections. Therefore, the department reached its target on SLO 2.0.

Benchmark: Met |

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		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) of 73%, Benchmark of 60%, 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 qualitive political analysis at the: Baseline (average of past 2 years' SLO results) of 73%, 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.	SLO 3.0: Political Science Students in POLI 295, on average, performed at the 79 level [baseline 73%, 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 two problem sets assigned during the semester. Benchmark: Met

Action Items:

As the target for SLO 1.0 was not met in the 2022-2023 academic year, the department will recalculate the 3-year rolling average for a new baseline result and continue with these measures in the 2023-2024 year for this SLO.

As the target for SLO 2.0 was met in the 2022-2023 academic year, the department will recalculate the 3-year rolling average for a new baseline result and use 81% as the new target in the 2023-2024 year for this SLO.

As the target for SLO 3.0 was not met in the 2022-2023 academic year, the department will recalculate the 3-year rolling average for a new baseline result and continue with these measures in the 2023-2024 year for this SLO.

In addition, the department now offers two additional required course (POLI 277 – Careers in Political Science and POLI 285 – Political Theory). The department has been developing Student Learning Outcomes and assessments for these two courses during the 2022-2023 academic year. The Department anticipates being able to assess POLI 285 and include those results in the 2023-2024 Institutional Effectiveness report.

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 (7 & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results AY 2021-22 AY 2022-2023
SOCI 201	**Sociology**	Goal 7: 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 63.02%. The benchmark is 80%. The average score of students for SLO 1 (Gen Ed Goal 7) is 62.86%. The benchmark for AY 2021-2022 was not met. The target average score the department would like to achieve is 85% in five years.	63.02% 62.86%
			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 75.57%. The benchmark is 80%. The average score of students for SLO 2 is 76.57%. The benchmark for AY 2021-2022 was not met. The target average score the department would like to achieve is 85% in five years.	75.57% 76.57%

| | | Goal 9: The ability to apply critical thinking skills to assess arguments ad 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 70.27%. The benchmark is 80%. The average score of students for SLO 3 is 69.54%. The benchmark for AY 2021-2022 was not met. The target average score the department would like to achieve is 85% in five years. | 70.27% | 69.54% |

Action Items:

1. SLO 1 (Gen Ed Goal 7): Recognize how other influences affect individual behavior. Student scores for this competency area decreased slightly from 63.02% to 62.86%. The department increased the scope of their lecture materials and assignments to emphasize the influence of social forces on individual behaviors this past academic year, such as not only incorporating ongoing, current events in lectures, but linking how such events impact students and various social groups. However, the department aims to further increase their focus on this SLO to meet the benchmark for the next academic year. Faculty will continue to utilize and increase the number of written assignments and class discussions that highlight the application of societal structures and forces on individual attitudes, choices, and behaviors. Such assignments and discussions were successfully incorporated into all Sociology 201 courses (including those held in an Online format) this past academic year. The writing assignments presented in 201 courses continue to remain diverse and require student participation. These assignments include but are not limited to 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. Moreover, faculty plan to incorporate projects in addition to writing assignments and films. Such projects enable students to apply their personal, real-world experiences with larger society. An example of a project includes keeping a journal of how certain topics and events impact the students' lives.

2. SLO 2 (Gen Ed Goal 7): 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 planned to discuss this modification at the first department meeting of the fall 2022 semester, but a solution still has not been reached. We plan to revisit this item again at the first department meeting of the fall 2023 semester. A modification to the assessment will be made to capture student data for the fall 2023 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 Institutional Effectiveness report (AY 2023-2024).

The benchmark for SLO 2 was not met. Sociology faculty increased their efforts in the classroom to emphasize the importance of social factors and collective behavior, but these efforts are still falling short of the benchmark. The faculty will continue to incorporate videos, discussions, and in-class assignments that emphasize the importance of culture, norms, conformity, social movements, groups, and individual behaviors for traditional and online courses. However, faculty recognizes that we need to incorporate more application assignments and projects that can further help students understand social factors, cultural practices, and individual behaviors. The faculty aims to increase student scores for SLO 2 by including more application of course materials to real life settings.

3. SLO 3 (Gen Ed Goal 9): Ability to think critically.
Student scores decreased slightly in this competency area for the current academic year from 70.27% to 69.54%. The benchmark was not met. The department increased 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. However, faculty still need to move toward adopting projects that enable students to apply their own lives to societal processes. Understanding the connection between sociology and real lives will only serve to increase students' critical thinking skills. During this previous academic year, the faculty utilized several assignments that illustrate how sociological concepts are applicable to the social world. These assignments include, but are not limited to: creating a budget based on poverty thresholds, comparing gender roles in the context of 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. The faculty recognize that such assignments, while useful,

is not enough to increase student scores. Therefore, other assignments, such as keeping journals, on course topics and how they impact the students could be useful in achieving SLO 3. Projects that highlight application, and other projects that enable students to have hands on experiences can help students achieve the benchmark. The department has discussed the viability of incorporating service learning in the SOCI 201 courses in the near future to bring sociology out of the classroom and in real world settings. Such projects and opportunities aim to foster student critical thinking skills.

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.** **Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.**	**SLO 1:** Apply rhetorical strategies in developing content appropriate to audiences in professional environments.	**SLO 1:** 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 4.51. It is calculated as the average of SLO 1 scores from the previous seven 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.	Nine students were evaluated for SLO 1 by one or more methods. The combined SLO 1 average of 4.25 is lower than the baseline of 4.51, higher than the benchmark score that was desired for this year of 4.0, and higher than the target that was set at 4.0. The baseline was not achieved, but the benchmark and target scores were achieved.
			SLO 2: Write and edit clear, correct, and logically organized texts.	**SLO 2:** 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 4.62. It is calculated as the average of the previous three 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.	Nine students were evaluated for SLO 2 by one or more methods. The combined SLO 2 average of 4.21 is lower than the baseline of 4.62, higher than the benchmark score that was desired for this year of 4.0, and higher than the target that was set at 4.0. The baseline was not achieved, but the 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 4.45. This SLO was added in 2019-2020, so this baseline is the average of scores from the previous three 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.	Eight students were evaluated for SLO 5 by one or more methods. The combined SLO 5 average of 4.33 is lower than the baseline of 4.45, higher than the benchmark score that was desired for this year of 4.0, and 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 4.53. It is calculated as the average of the previous seven 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.	Nine students were evaluated for SLO 3 by one or more methods. The combined SLO 3 average of 4.31 is lower than the baseline of 4.53, higher than the benchmark score that was desired for this year of 4.0, and higher than the target that was set at 4.0. The baseline was not achieved, but the 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 4.52. This SLO was added in 2019-2020, so this baseline is the average of scores from the previous three 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.	Nine students were evaluated for SLO 4 by one or more methods. The combined SLO 4 average of 4.17 is lower than the baseline of 4.52, higher than the benchmark score that was desired for this year of 4.0, and higher than the target that was set at 4.0. The baseline was not achieved, but the benchmark and target scores were achieved.

Action Items:
We do not have any programmatic action items this year because all SLOs are higher than benchmarks and targets, and the lower average results may be explained by changes in assessment procedures. The reason for current-year results being lower than baseline scores could be explained for the following reasons: 1) we switched to a different internship sponsor evaluation form that requires us to translate a 3-point scale to a 5-point scale, which makes variations in ratings more noticeable, and 2) one student received exceptionally low scores from an internship sponsor, which impacted averages significantly due to the low number of students evaluated. General recommendations for modifying assessment procedures are provided 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 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 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 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 benchmark and target scores, no action items are planned.

SLO 5: Generate primary and secondary research to advance project goals. Due to current year scores being higher than benchmark and target scores, no action items are planned.

General recommendations. During its Fall 2023 meeting, the Professional Writing Advisory Committee will review this report and discuss the following questions: 1) Should the internship sponsor survey form should be modified to a 5-point scale to align it with the rating scales of the other assessment methods? 2) Should the internship sponsor survey questions should be modified for better coverage of more SLOs, particularly SLO 5 (research) or do we leave the new form as is with emphasis on assessment of professionalization?

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	**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.**	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.	The reader rates the overall portfolio with one of four scores: Score 4: Excels. Score 2: Partially satisfies the SLO. Score 3: Satisfies the SLO. Score 1: Fails to satisfy the SLO.	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. For this year, the averaged score for Skills Outcome D was 3.43, exceeding both the benchmark at 2.50 and the target at 2.25. The score for this SLO has been historically low. Starting four years ago, the Department has adopted a variety of Action Items (recommended by the Curriculum Committee) to address those scores: more direct instruction using theoretical terms in courses and clearer instruction during the Capstone course. Part of the challenge for this SLO are differing and evolving opinions on the role of "theory" in our discipline. The improvement of the scores for this SLO is remarkable. For Skills Outcome D, the first **Indirect** assessment was taken this year: 5 out of 7 (60%) strongly agreed. 2 out of 7 agreed (40%). The baseline is 79%. We have established no benchmark or target for this indirect assessment.

Action Items:

    a. Actions planned and addressed during 2022-2023 to address the 2022-2021 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.
- COMPLETED.

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.
- SURVEY QUESTIONS COMPLETED.

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.** **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 1:** Interpret texts to reveal articulable meaning. Goals 1, & 2 **SLO 4:** Write clear and convincing arguments about texts. Goals 1 & 9.	To directly assess the English department's General Education Literature curriculum, the committee collected 48 student responses from courses across the curriculum in the Spring of 2024. All 48 student responses were gathered randomly. Students' names, course numbers, and section numbers were removed to ensure blind scoring. Assessors did not know the names of students or their respective instructors or section numbers. Student responses were gathered from courses that were taught by 7 different English faculty members. 7 faculty assessed these student responses. Faculty members were a combination of members of the assessment committee and volunteers not on the committee who were teaching General Education literature courses. Before the assessment period, assessors met to review procedures and to calibrate	**SLO 1:** This SLO was scored a total of 116 times, yielding a 2.90 average. 79% of student responses met or exceeded the baseline of 2.6. 74% of student responses met or exceeded the benchmark of 2.75. 72% of student responses met or exceeded the target of 2.9. 23 of the responses (19.83%) received an average score of 4.0, the maximum. 66 responses (56.90%) received a score of 3, 20 responses (17.24%) received a score of 2, 7 responses (6.03%) earned a score of 1, 0 responses were marked N/A (not applicable). **SLO 4:** This SLO was scored a total of 116 times, yielding a 2.69 average. 62% of student responses met or exceeded the baseline of 2.6. 51% of student responses met or exceeded the benchmark of 2.75. 51% of student responses met or exceeded the target of 2.9. 12 of the responses (10.34%) received an average score of 4.0, the maximum. 64 responses (55.17%) received a score of 3, 33 responses (28.45%) received a score of 2, 7 responses (6.03%) earned a score of 1, and 0 responses were marked N/A (not applicable).

		Goal 3: The ability to explain artistic processes and evaluate artistic product. Goal 7: The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.	SLO 2: Employ a basic critical vocabulary to analyze texts. Goal 3	the scoring by discussing 2 sample student responses. All 7 assessors read and scored 48 essays using the committee's Score Point Indicators (See Appendix 3). Each essay was assessed by two readers. If a score on an essay for an SLO differed by more than 1 full point, then a third reader scored the essay for that SLO and all scores were averaged.	SLO 2: This SLO was scored a total of 116 times, yielding a 2.67 average. 57% of student responses met or exceeded the baseline of 2.6. 49% of student responses met or exceeded the benchmark of 2.75. 47% of student responses met or exceeded the target of 2.9. 17 of the responses (14.66%) received an average score of 4.0, the maximum. 56 responses (48.28%) received a score of 3, 30 responses (25.86%) received a score of 2, 13 responses (11.21%) earned a score of 1, and 0 responses 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 2024. After the report is distributed, the committee will meet to execute the approved action items. 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.	SLO 3: This SLO was scored a total of 116 times, yielding a 2.73 average. 58% of student responses met or exceeded the baseline of 2.6. 53% of student responses met or exceeded the benchmark of 2.75. 53% of student responses met or exceeded the target of 2.9. 26 of the responses (22.41%) received an average score of 4.0, the maximum. 37 responses (31.90%) received a score of 3, 29 responses (25.00%) received a score of 2, 14 responses (8.62%) earned a score of 1, and 10 responses (8.62%) were marked N/A (not applicable).
			SLO 5: Demonstrate an understanding of genre. Goal 3	Based on data from the first assessment, the committee established a baseline of 2.6, a benchmark of 2.75, and a target of 2.9 for each SLO.	SLO 5: This SLO was scored a total of 115 times, yielding a 2.48 average. 41% of student responses met or exceeded the baseline of 2.6. 30% of student responses met or exceeded the benchmark of 2.75. 30% of student responses met or exceeded the target of 2.9. 10 of the responses (8.70%) received an average score of 4.0, the maximum. 41 responses (35.65%) received a score of 3, 45 responses (39.13%) received a score of 2, 11 responses (9.57%) earned a score of 1, and 8 responses (6.96%) were marked N/A (not applicable).

*Aligning with the 2020-21 General Education Goal

Action Items

For previously addressed Action items, see Appendix 4 on the main IE report.

-We will clarify the submission instructions to emphasize that student responses must be argumentative essays. This year, we received a number of student responses that were garnered from exams and/or were more reflective than argumentative.

-We will consider amending our instructions to specify a required length of student responses, as several student responses were quite short.

- We will reconsider the implementation of the N/A response for SLOs 3 and 5. Despite requiring assignment instructions, assessors continue to have difficulty determining whether SLO 3 and SLO 5 should be scored N/A.

- We will re-evaluate our baseline, benchmark, and target, as this was the first assessment in which those parameters were established and used.

Chemistry

Preparer: Dr. Jennifer Kelley submitted the General Education Program/Department report.

Table 21: Student Learning Outcomes and General Education Goal (4, 5)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
CHEM 111	**Chemistry Department**	**Goal 4: The ability to use fundamental math skills and principles in various applications.**	SLO 1.0: The ability to use fundamental math skills and principles in various applications.	*Direct Assessment 1:* Chem 112 students were given a 12-question quiz at the beginning of the semester that spanned the main topics covered in Chem 111. Of the 12 questions, 6 questions were focused on application of fundamental math skills (Goal 4 and SLO 1.0). Topics covered were unit conversions, units of temperature, molar mass, balancing equations, stoichiometry, and gas laws. The other six questions were focused on scientific principles (Goal 5, SLO 2.0) – atomic structure, nomenclature, acid/base neutralization, valence electrons, electronegativity and Lewis structures.	Overall Average: 56
		Goal 5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.	SLO 2.0: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.	**BASELINE**: N/A (Spring 2023 was the first year the assessment was implemented.) **BENCHMARK:** Will be set in the academic year 2024-2025 **TARGET:** Will be set in the academic year 2024-2025 *Direct Assessment:* Chem 112 students were given a 12-question quiz at the beginning of the semester that spanned the main topics covered in Chem 111. Of the 12 questions, 6 questions were focused on application of fundamental math skills (Goal 4 and SLO 1.0). Topics covered were unit conversions, units of temperature, molar mass, balancing equations, stoichiometry, and gas laws. The other six questions were focused on scientific principles (Goal 5, SLO 2.0) – atomic structure, nomenclature, acid/base neutralization, valence electrons, electronegativity and lewis structures. BASELINE: N/A (Spring 2023 was the first year the assessment was implemented.) BENCHMARK: Will be set in the academic year 2024-2025 TARGET: Will be set in the academic year 2024-2025	Overall Average: 45

SLO 1 Results:

Spring	2023	
n=	79	
Question	Topic	%Correct
1	Unit Conversion	81
2	Units of Temperature	30
5	Molar Mass	81
6	Balancing Equations	58
7	Stoichiometry	37
9	Gas Laws	51
	Overall Average	56

SLO 2 Results:

Spring	2023	
n=	79	
Question	Topic	%Correct
3	Atomic Structure	28
4	Nomenclature	39
8	Acid/Base Neutralization	62
10	Valence Electrons	66
11	Electronegativity	51
12	Lewis Structures	24
	Overall Average	45

Action Items: Because this is a new assessment, the action item is to increase the data set (collect more data) and analyze the outcome to pinpoint areas of weakness and determine what actions need to be taken to improve scores in 2024-2025. The benchmark and target will be set in 2024-2025.

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 2022-2023. 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 2022-2023 commencement exercises: 445 students. All Graduates for fall, spring and summer were able to participate in the 2019-2020, 2020-21, 2021-2022 and 2022-2023 Exit Surveys.

The 2022-2023 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, 2021-2022 and 2022-2023
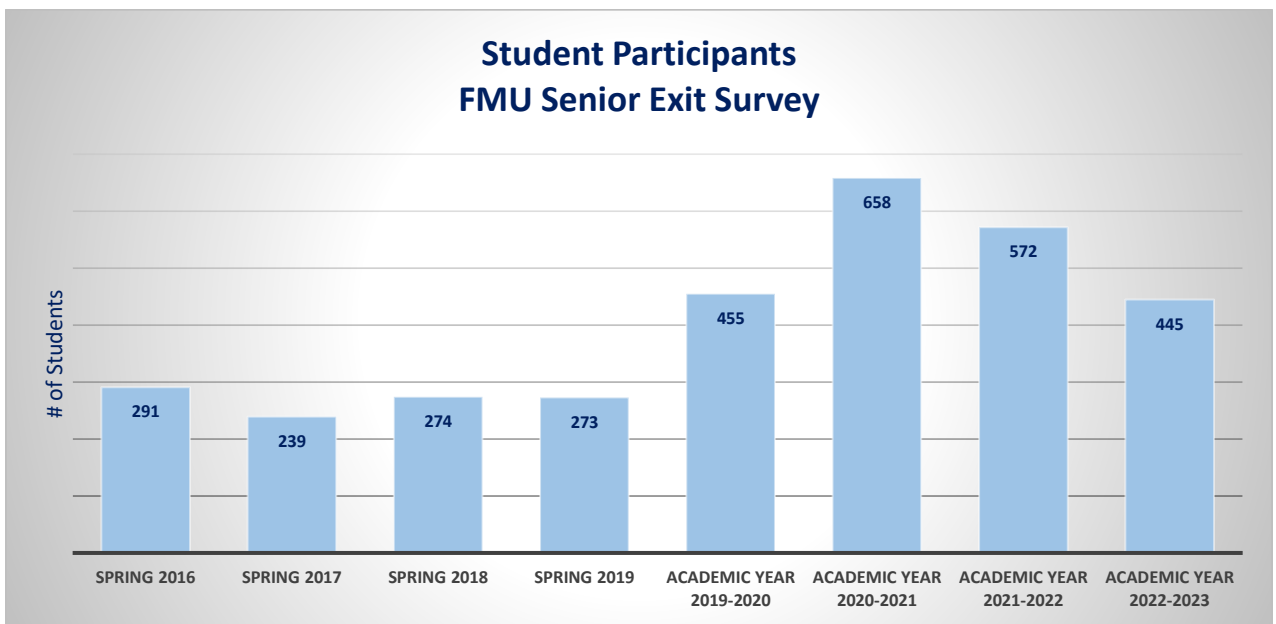
The survey is divided into seven main sections: Demographic Information; Section

1. 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

Student General Education	•Student Evaluation of General Education Goals •Scale: Agree Strongly, Agree Moderately, Agree a Little, Neither Agree nor Disagree, Disagree a Little, Disagree Moderately, and Strongly Disagree
Student Satisfaction	•Student Satisfaction with Major, Instruction in Major Progam of Study, Overall Experience, General Education, and Instruction •Scale: Very Satisfied, Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, Dissatisfied, Very Dissatisfied, and Not Applicable.
Student Engagement	•Student Engagement in training, personal enrichment, membership, outreach, organization, Arts, & research with faculty. •Scale: Very Often, Often, Sometimes, Rarely, and Never

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 22 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 2022-2023. *Figure 13* compares the satisfaction level for various aspects of their undergraduate major and non-major (general education) requirements, as well as providing satisfaction results for overall academic experience and overall general experience. *Table 22* includes both undergraduate and graduate student participants. *Table 23* and *Figure 13* tracks student satisfaction levels for major, instruction, overall experience, overall academic experience, and general education. Relative Frequency, *Table 24* and *Table 25 (by Type of Degree),* lists activities sponsored and supported by the university and corresponding levels of engagement by both graduate and undergraduate students. While *Figure 14*, provides a stacked bar chart to visually

represent and compare student engagement in a particular activity on campus (Academic Year 2022-2023). 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 using 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 26* and *Figure 17* further breakdown the nine university goals by the average satisfaction level by parents' educational attainment level.

Table 22: 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
				(Undergraduate Student) 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	34.6	13.3	6.5	2.4	0.4	1.7	0	100
	2022-2023	445	355	38.6	34.4	15.2	5.9	3.1	2.0	0.8	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	1.7	1.3	1.7	0.7	100
	2022-2023	445	355	41.7	35.2	11.0	7.3	1.7	1.7	1.1	0.3	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	100
	2022-2023	445	355	33.2	29.6	14.6	12.7	4.2	2.5	2.5	0.6	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	14.6	10	2.6	1.7	1.5	0.2	100
	2022-2023	445	355	37.7	30.1	15.2	9.3	2.0	2.0	3.1	0.6	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	32.5	13.9	7.6	2.2	1.1	1.7	0	100
	2022-2023	445	355	39.4	31.8	13.8	8.5	3.1	1.4	1.7	0.3	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
	2022-2023	445	355	33.5	34.6	13.2	11.0	3.1	1.4	2.5	0.6	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	100
	2022-2023	445	355	40.0	33.5	13.0	7.3	3.4	1.1	1.4	0.3	100

Goal	Year											
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	1.5	0	100
	2022-2023	445	355	37.5	30.1	14.6	11.3	2.5	1.1	2.5	0.3	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
	2022-2023	445	355	47.0	31.3	7.9	6.5	1.7	2.0	2.5	1.1	100

*Percent tabulated based on Total Undergraduate Student Participation

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

Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.
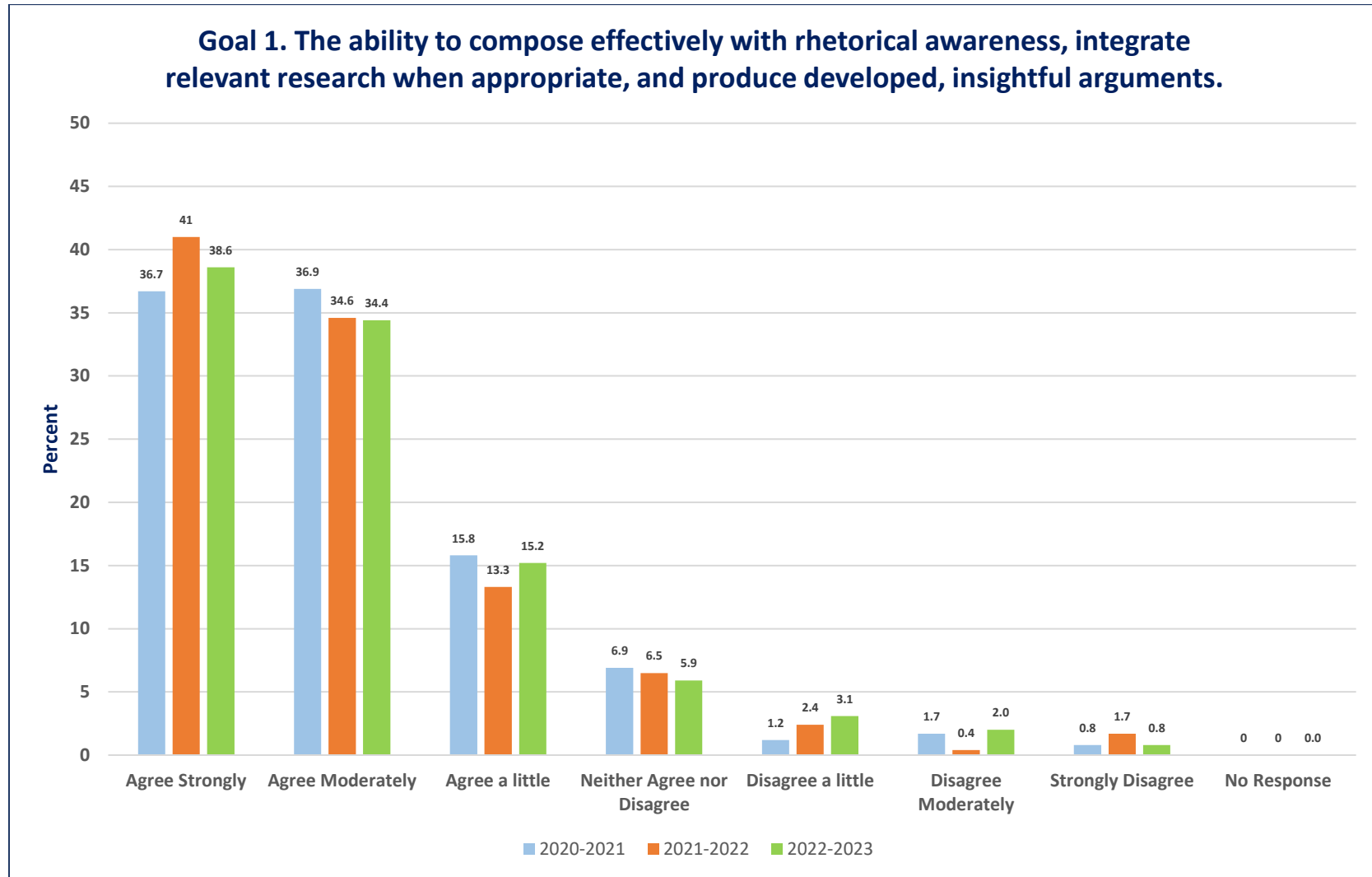
Figure 4: Educational Experiences Part I: General Education Program – Goal 2

Goal 2. The ability to demonstrate comprehension of different forms of communication.
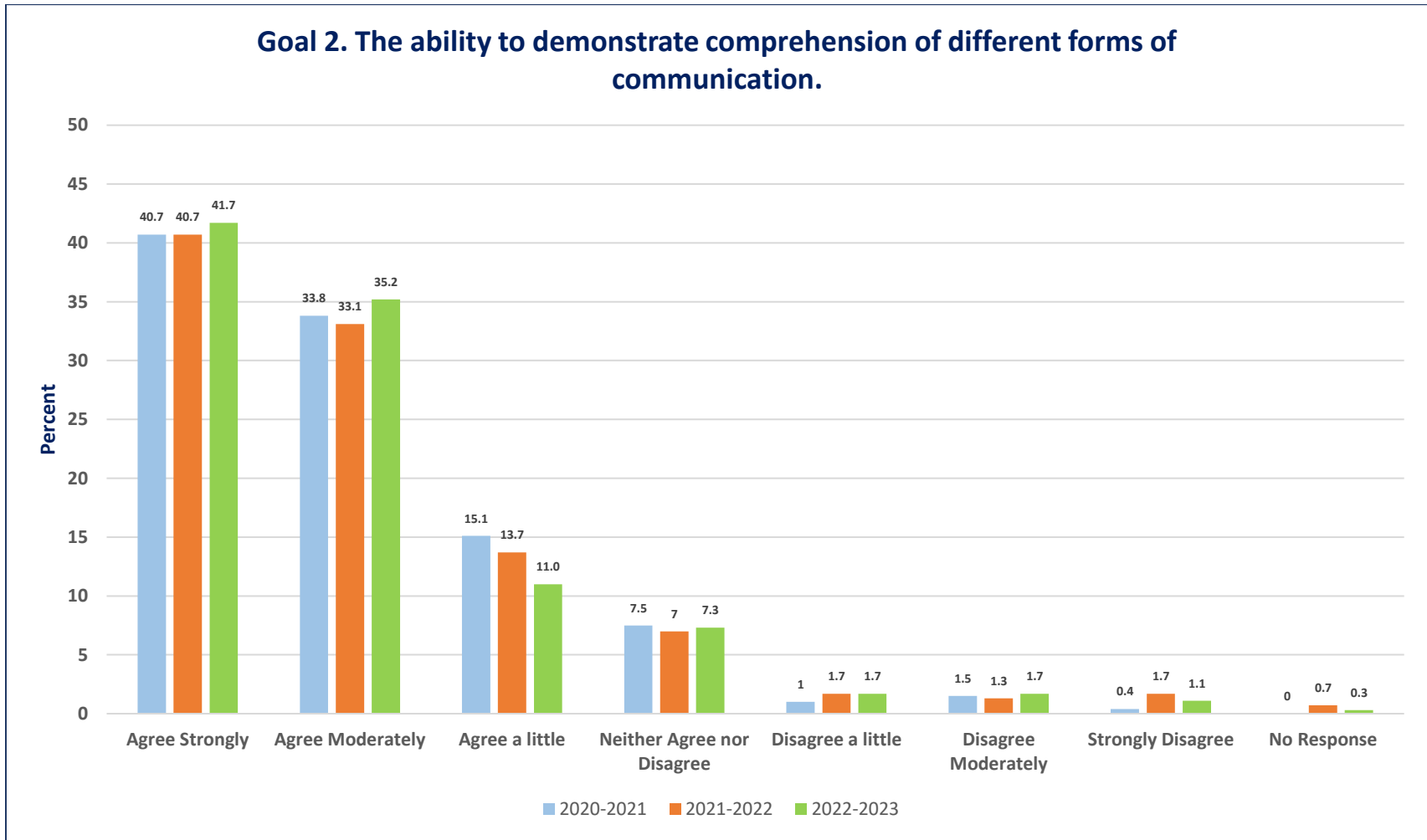
Figure 5: Educational Experiences Part I: General Education Program – Goal 3

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

	Agree Strongly	Agree Moderately	Agree a little	Neither Agree nor Disagree	Disagree a little	Disagree Moderately	Strongly Disagree	No Response
2020-2021	30.5	31.3	18.1	11.6	3.1	2.7	2.5	0.2
2021-2022	33.1	31.8	14.2	13.1	3.1	1.7	3.1	0
2022-2023	33.2	29.6	14.6	12.7	4.2	2.5	2.5	0.6
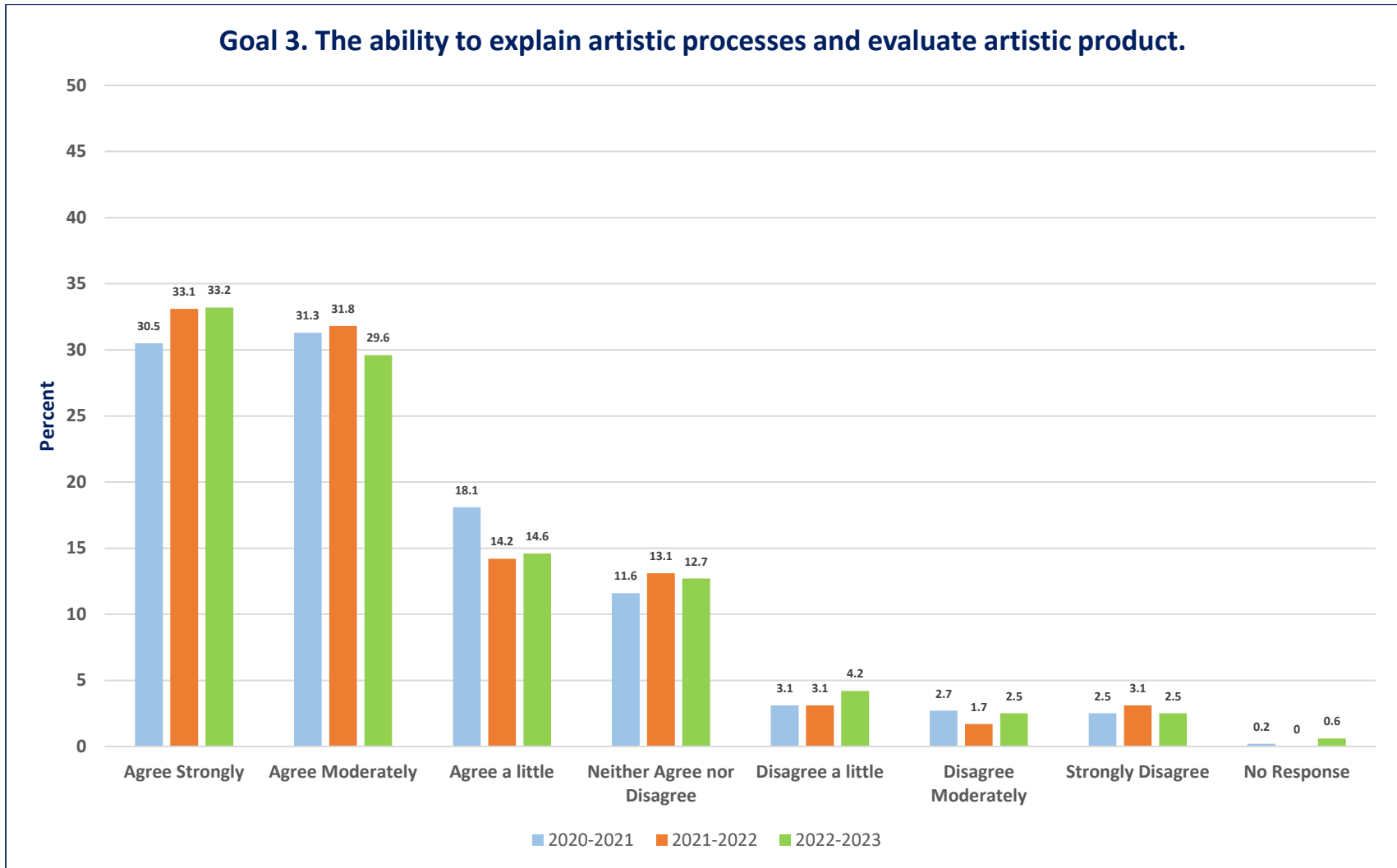
Figure 6: Educational Experiences Part I: General Education Program – Goal 4
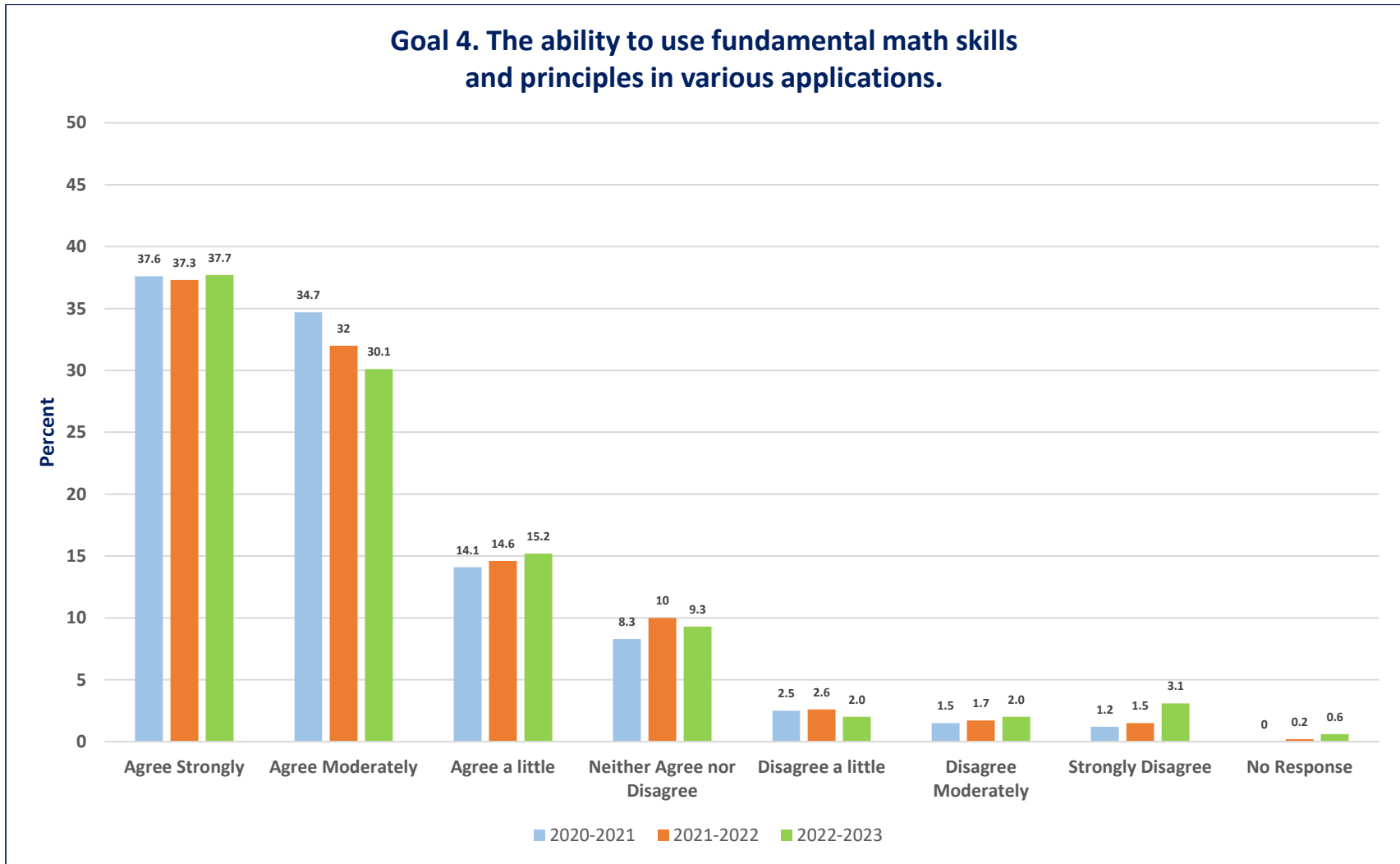
Goal 4. The ability to use fundamental math skills and principles in various applications.

Response	2020-2021	2021-2022	2022-2023
Agree Strongly	37.6	37.3	37.7
Agree Moderately	34.7	32	30.1
Agree a little	14.1	14.6	15.2
Neither Agree nor Disagree	8.3	10	9.3
Disagree a little	2.5	2.6	2.0
Disagree Moderately	1.5	1.7	2.0
Strongly Disagree	1.2	1.5	3.1
No Response	0	0.2	0.6

Goal 5. The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.
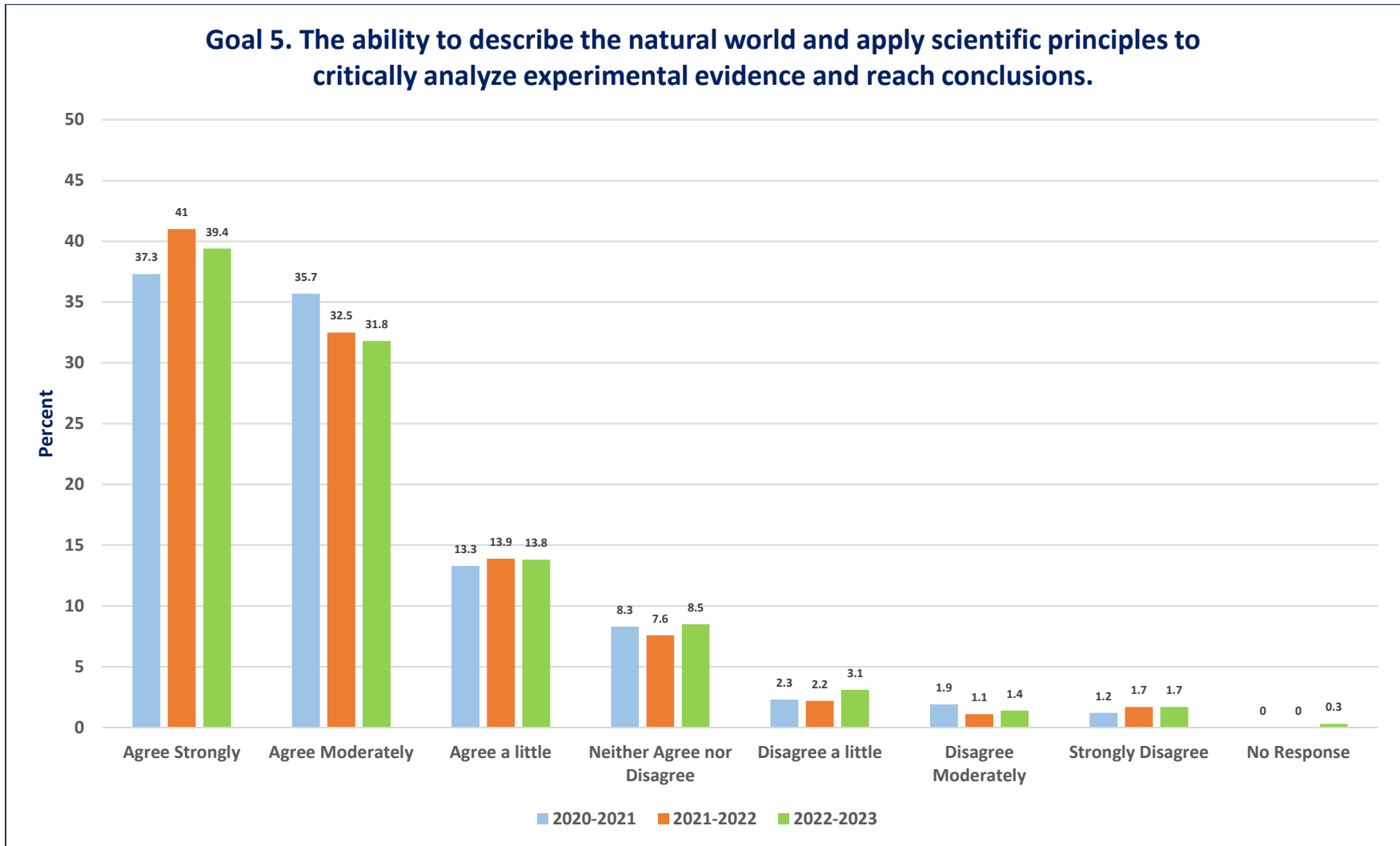
Figure 8: Educational Experiences Part I: General Education Program – Goal 6
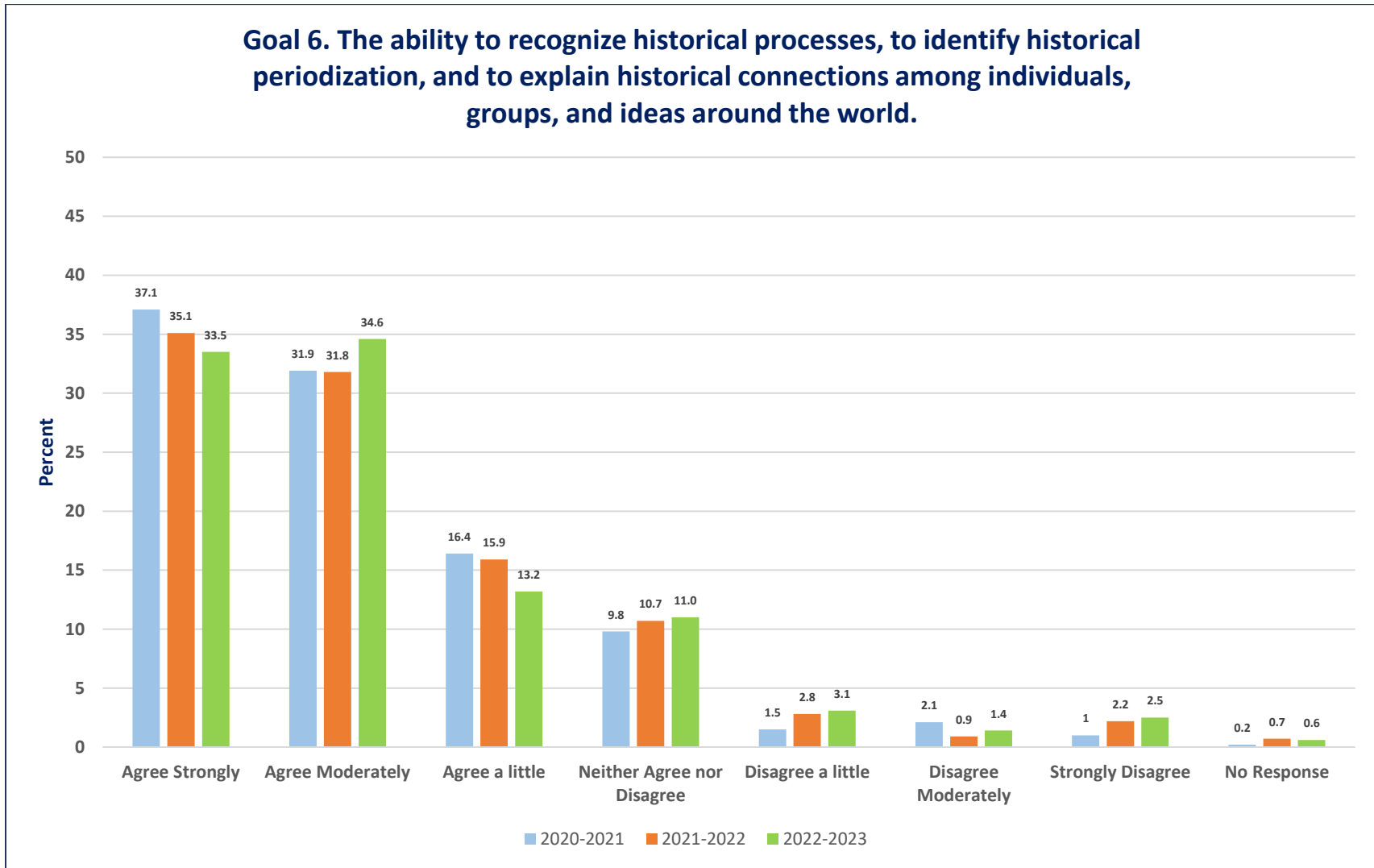
Goal 6. The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.

Goal 7. The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.
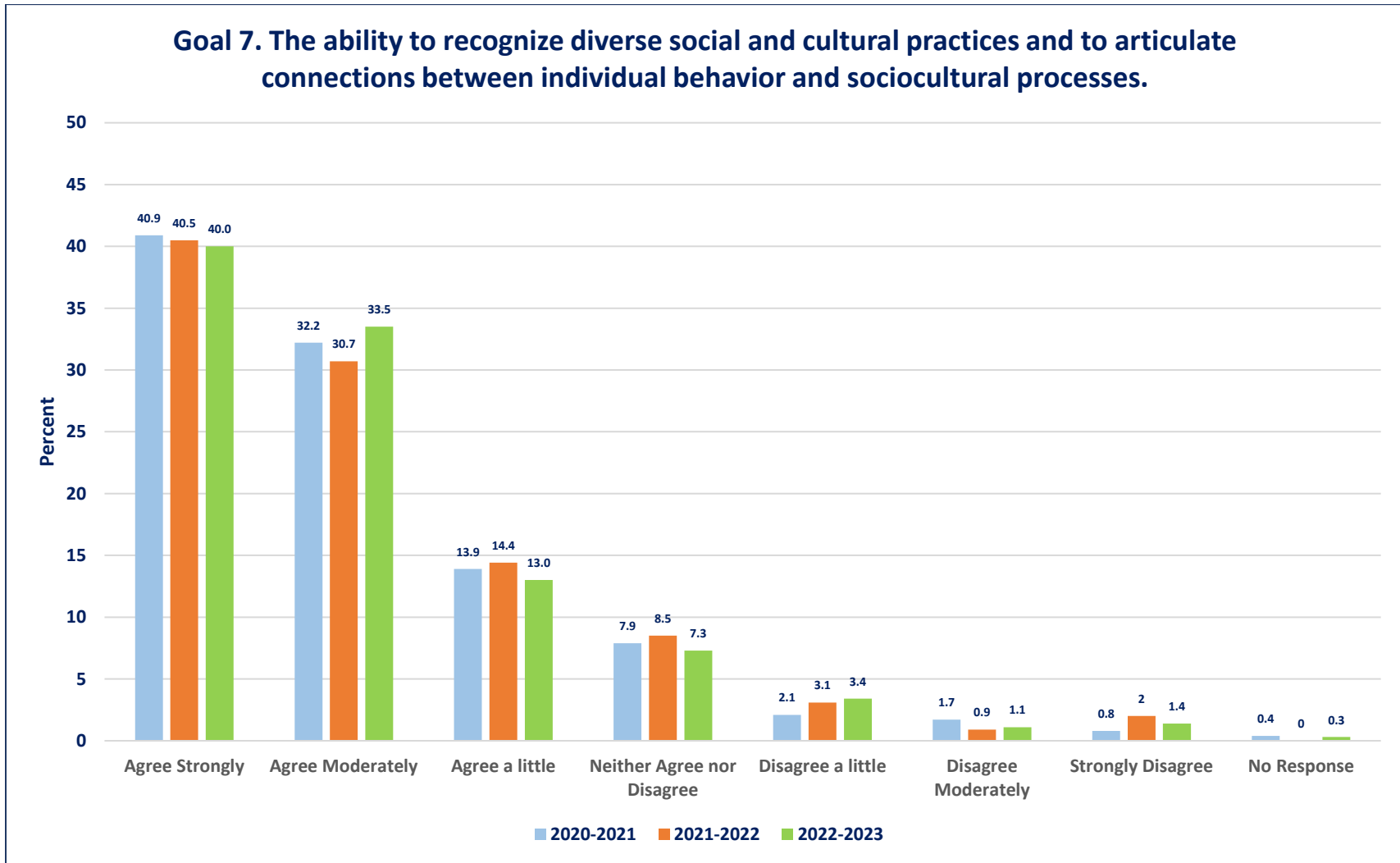
Figure 10: Educational Experiences Part I: General Education Program – Goal 8
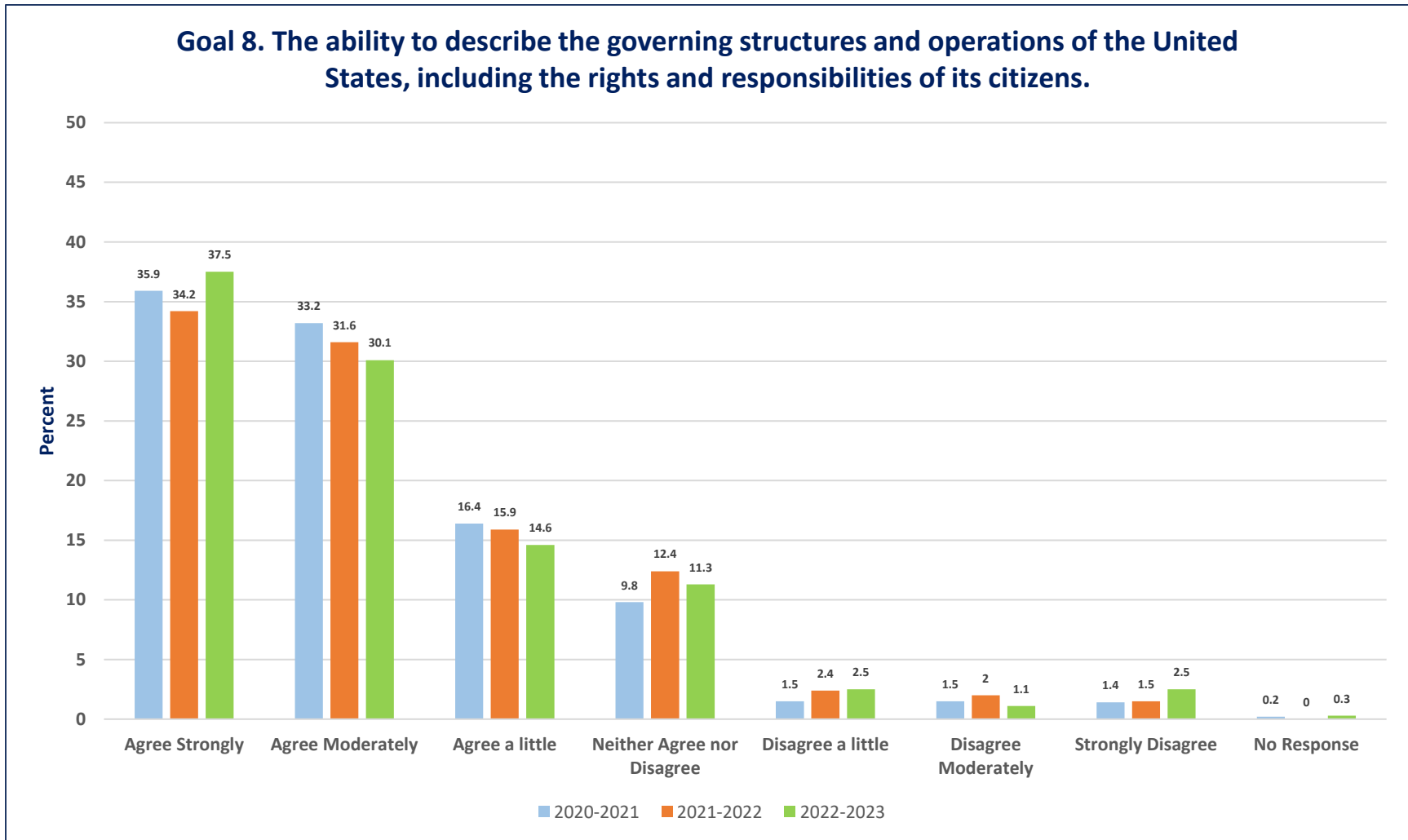
Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

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

	Agree Strongly	Agree Moderately	Agree a little	Neither Agree nor Disagree	Disagree a little	Disagree Moderately	Strongly Disagree	No Response
2020-2021	42.9	33.4	13.3	6.4	1.7	0.8	0.8	0.8
2021-2022	47.7	30.3	9.8	8.3	0.4	0.2	1.7	1.5
2022-2023	47.0	31.3	7.9	6.5	1.7	2.0	2.5	1.1
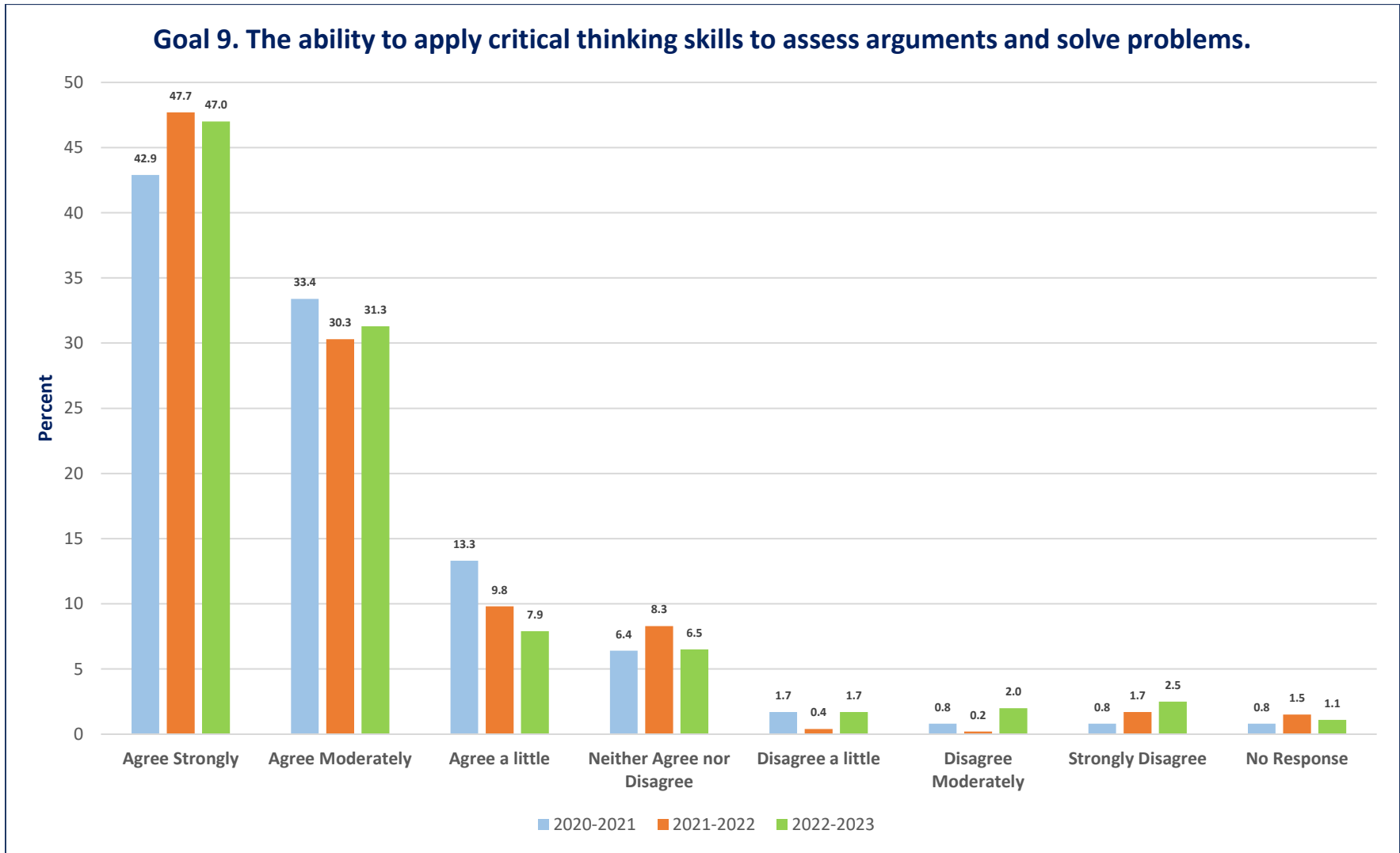
Figure 12: Evaluate specific aspects of your educational experience at FMU

Educational Experiences at FMU - General Education Goals
Academic Year 2022-2023

Goal	Agree Strongly	Agree Moderately	Agree a little	Neither Agree nor Disagree
Goal 9	47.0	31.3	7.9	6.5
Goal 8	37.5	30.1	14.6	11.3
Goal 7	40.0	33.5	13.0	7.3
Goal 6	33.5	34.6	13.2	11.0
Goal 5	39.4	31.8	13.8	8.5
Goal 4	37.7	30.1	15.2	9.3
Goal 3	33.2	29.6	14.6	12.7
Goal 2	41.7	35.2	11.0	7.3
Goal 1	38.6	34.4	15.2	5.9

Legend: Agree Strongly, Agree Moderately, Agree a little, Neither Agree nor Disagree, Disagree a little, Disagree Moderately, Strongly Disagree, No Response

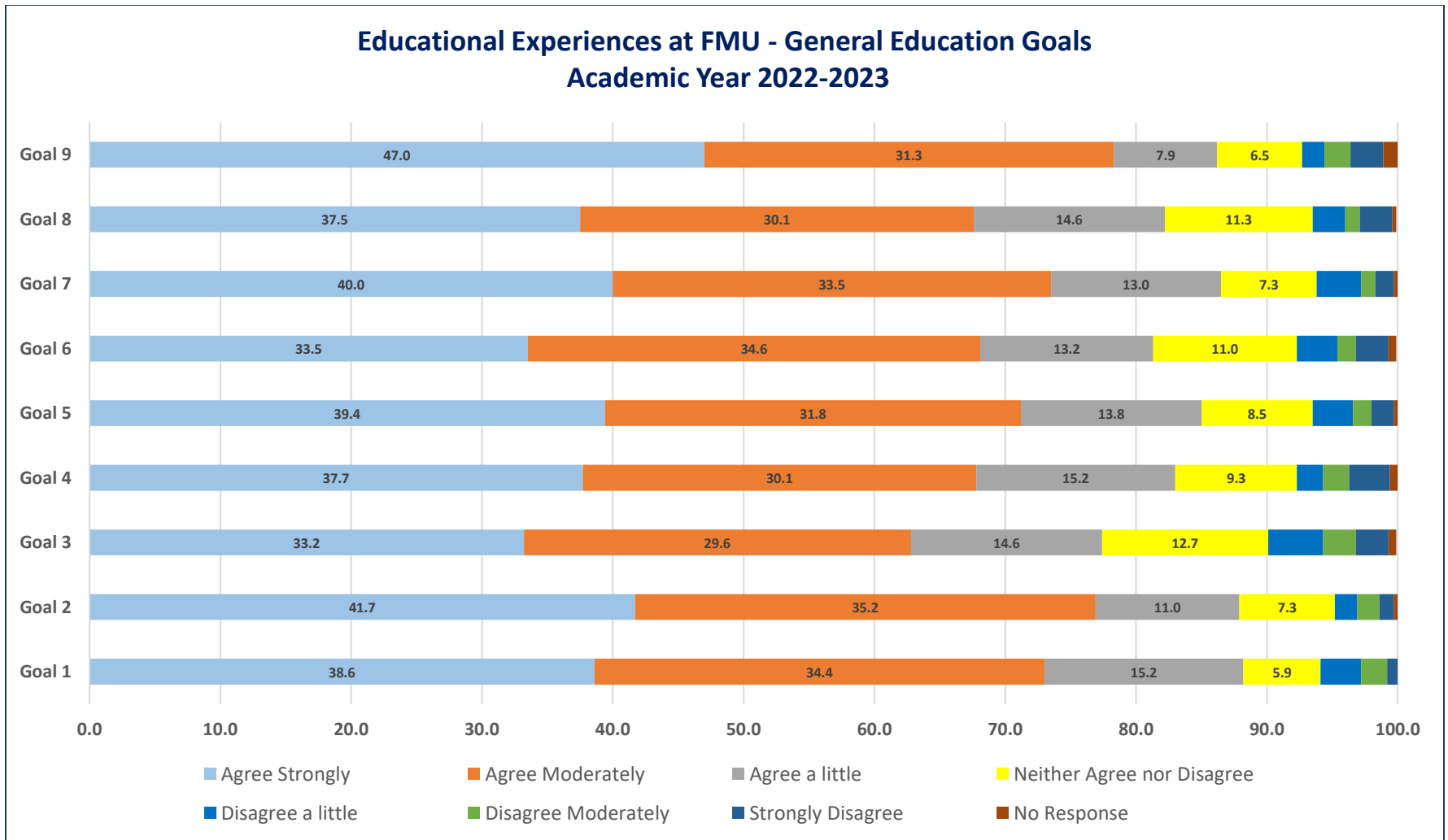*Table 23: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction*

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	N/A	No Response
a.) MAJOR program of study	52.6%	34.8%	7.6%	2.0%	1.3%	0.4%	1.1%	0.0%
b.) INSTRUCTION in major program of study	49.4%	31.7%	13.9%	2.7%	1.3%	0.2%	0.7%	0.0%
c.) OVERALL ACADEMIC EXPERIENCE	42.7%	36.2%	15.1%	3.6%	1.1%	0.7%	0.7%	0.0%
d.) OVERALL EXPERIENCE	41.6%	36.6%	15.3%	3.6%	1.8%	0.7%	0.4%	0.0%
e.) GENERAL EDUCATION program of study (non-major requirements)	23.6%	29.0%	17.5%	5.8%	1.6%	2.0%	20.2%	0.2%
f.) INSTRUCTION in general education	24.9%	31.9%	18.7%	2.7%	0.9%	0.9%	19.6%	0.4%

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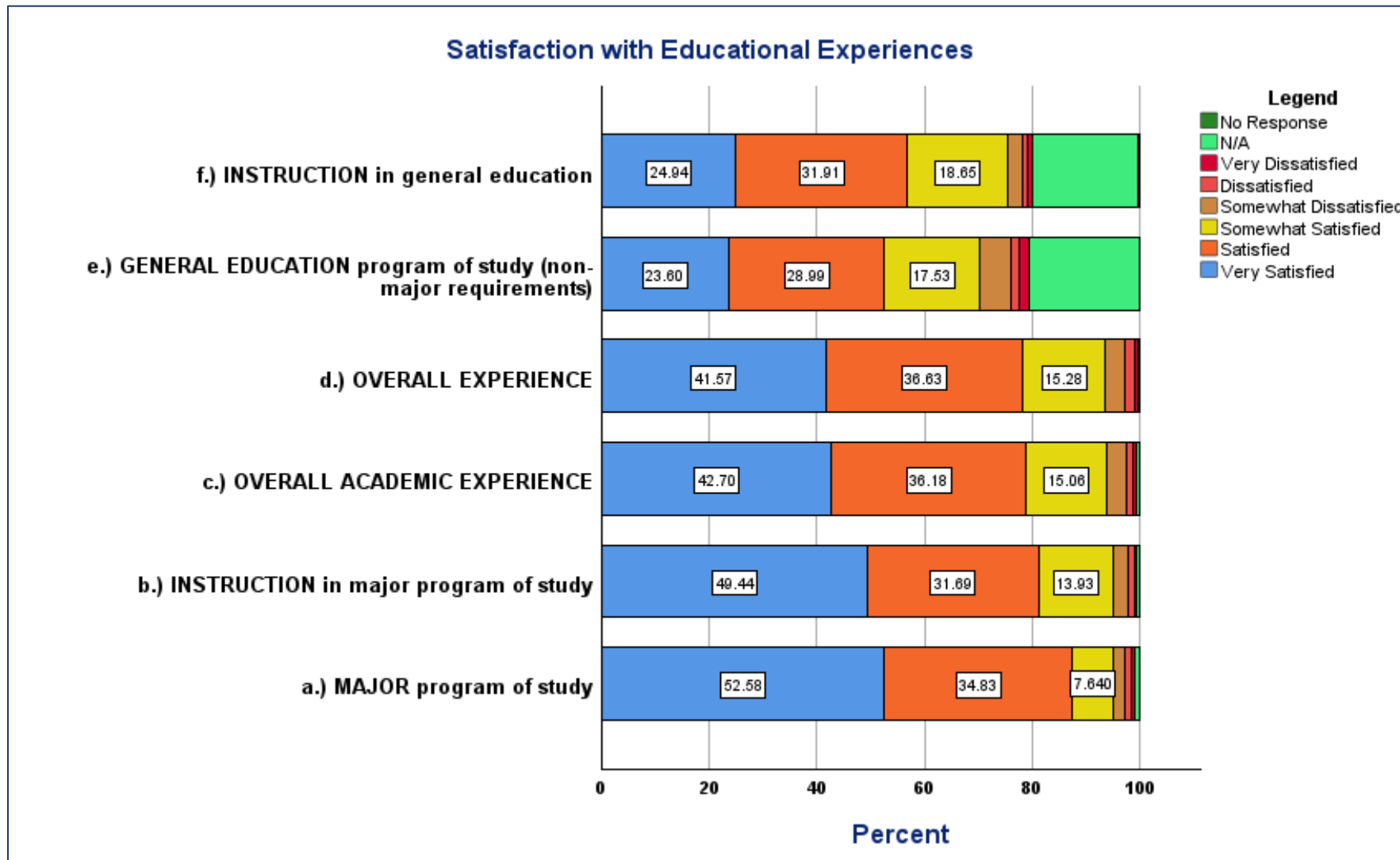

Satisfaction with Educational Experiences

Table 24: 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%
	2022-23	445	19.3%	22.0%	29.7%	11.0%	18.0%	0.00%
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%
	2022-23	445	16.2%	20.4%	22.2%	13.7%	27.4%	0.00%
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%
	2022-23	445	16.2%	18.0%	18.4%	13.3%	34.2%	0.00%
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%
	2022-23	445	16.4%	19.8%	24.9%	14.2%	24.7%	0.00%
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%
	2022-23	445	18.7%	15.3%	18.7%	15.1%	32.4%	0.00%
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%
	2022-23	445	11.0%	10.8%	18.0%	18.4%	41.8%	0.00%
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%
	2022-23	445	11.9%	8.5%	16.2%	10.6%	52.8%	0.00%
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%
	2022-23	445	12.4%	9.2%	14.2%	14.6%	49.7%	0.00%

Figure 14: Activities Engaged at FMU for all Students
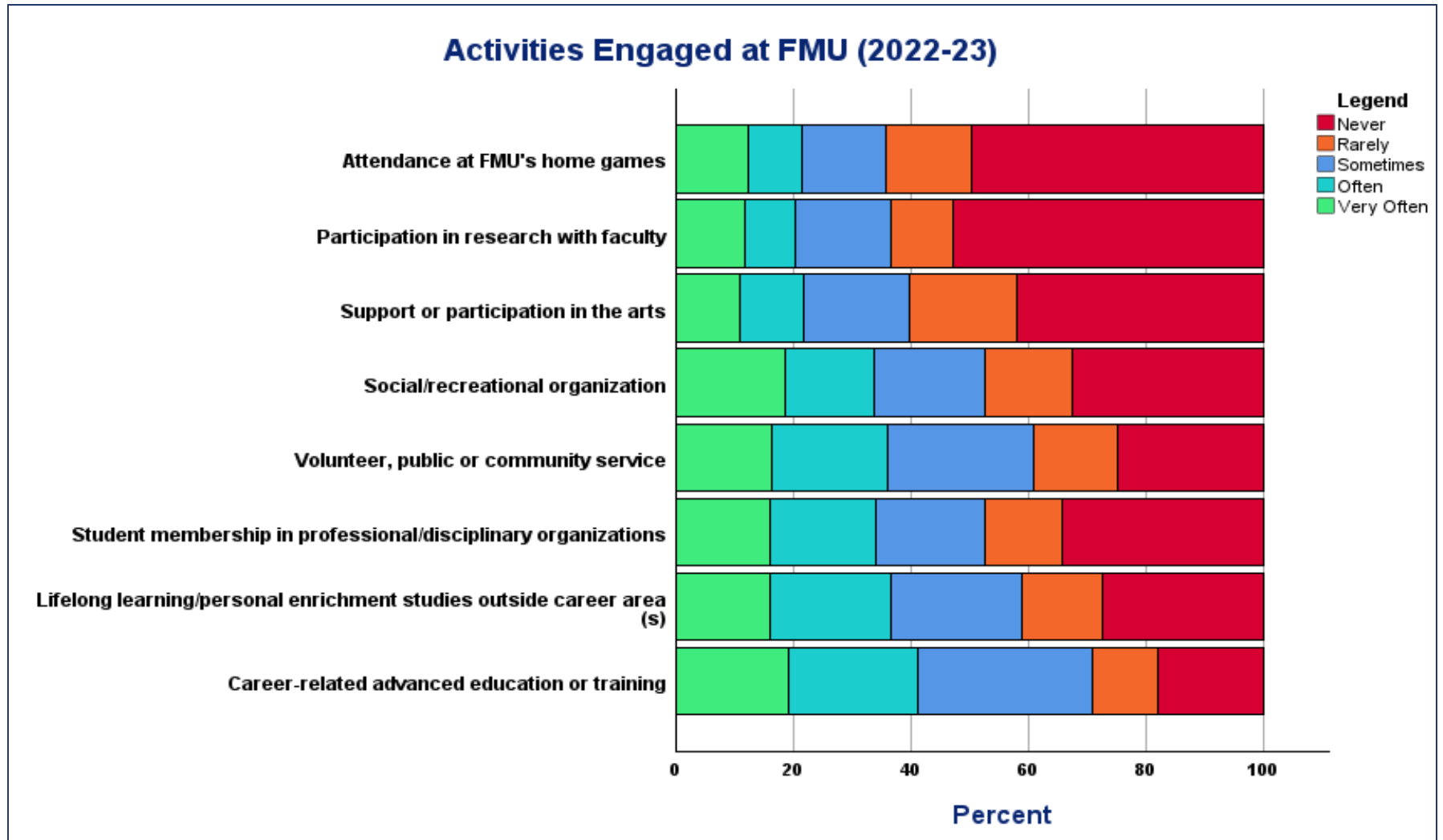
Table 25: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty by type of degree

| | | Type of degree you are receiving (2022-2023) | | | |
		Bachelors	Doctorate	Masters	Total
Career-related advanced education or training	Very Often	61	1	24	86
	Often	80	2	16	98
	Sometimes	116	0	16	132
	Rarely	46	0	3	49
	Never	52	3	25	80
Lifelong learning/personal enrichment studies outside career area(s)	Very Often	57	0	15	72
	Often	75	1	15	91
	Sometimes	91	0	8	99
	Rarely	51	1	9	61
	Never	81	4	37	122
Student membership in professional/disciplinary organizations	Very Often	59	0	13	72
	Often	64	1	15	80
	Sometimes	74	0	8	82
	Rarely	49	0	10	59
	Never	109	5	38	152
Volunteer, public or community service	Very Often	63	0	10	73
	Often	75	2	11	88
	Sometimes	92	1	18	111
	Rarely	55	0	8	63
	Never	70	3	37	110
Social/recreational organization	Very Often	74	0	9	83
	Often	60	0	8	68
	Sometimes	71	0	12	83
	Rarely	61	0	6	67
	Never	89	6	49	144
Support or participation in the arts	Very Often	42	0	7	49
	Often	45	0	3	48
	Sometimes	71	0	9	80
	Rarely	73	0	9	82
	Never	124	6	56	186

Participation in research with faculty	Very Often	42	1	10	53
	Often	35	0	3	38
	Sometimes	65	0	7	72
	Rarely	41	0	6	47
	Never	172	5	58	235
Attendance at FMU's home games	Very Often	50	0	5	55
	Often	41	0	0	41
	Sometimes	61	0	2	63
	Rarely	59	0	6	65
	Never	144	6	71	221

Figure 15: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty
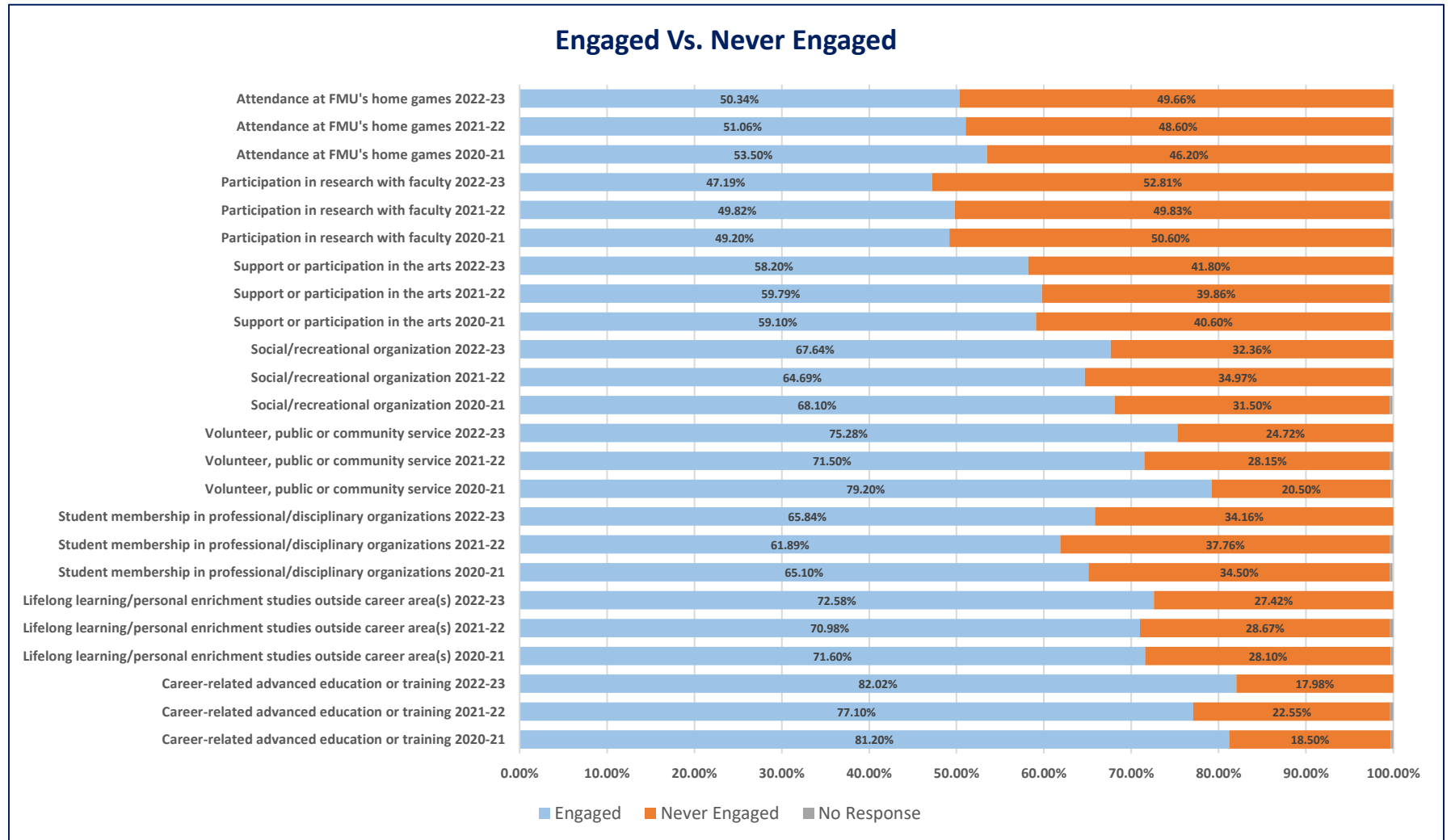
Table 26: Parents Educational Attainment Level by Type of Degree

		Type of degree you are receiving (2022-23)			
		Bachelors	Doctorate	Masters	Total
Parents Educational Attainment Level	At least one parent earned a bachelor's degree or higher	170	1	31	202
	At least one parent earned an associate's degree	40	0	15	55
	At least one parent earned a certificate	15	0	3	18
	At least one parent attended college but earned no credential or degree	59	1	11	71
	Neither parent attended college	71	4	24	99
	Total	355	6	84	445

Legend
- At least one parent earned a bachelor's degree or higher
- At least one parent earned an associate's degree
- At least one parent earned a certificate
- At least one parent attended college but earned no credential or degree
- Neither parent attended college

Parents' Educational Attainment Level

Bachelors
- 47.89%
- 11.27%
- 4.23%
- 16.62%
- 20.00%

Masters
- 36.90%
- 17.86%
- 3.57%
- 13.10%
- 28.57%

Doctorate
- 16.67%
- 0.00%
- 16.67%
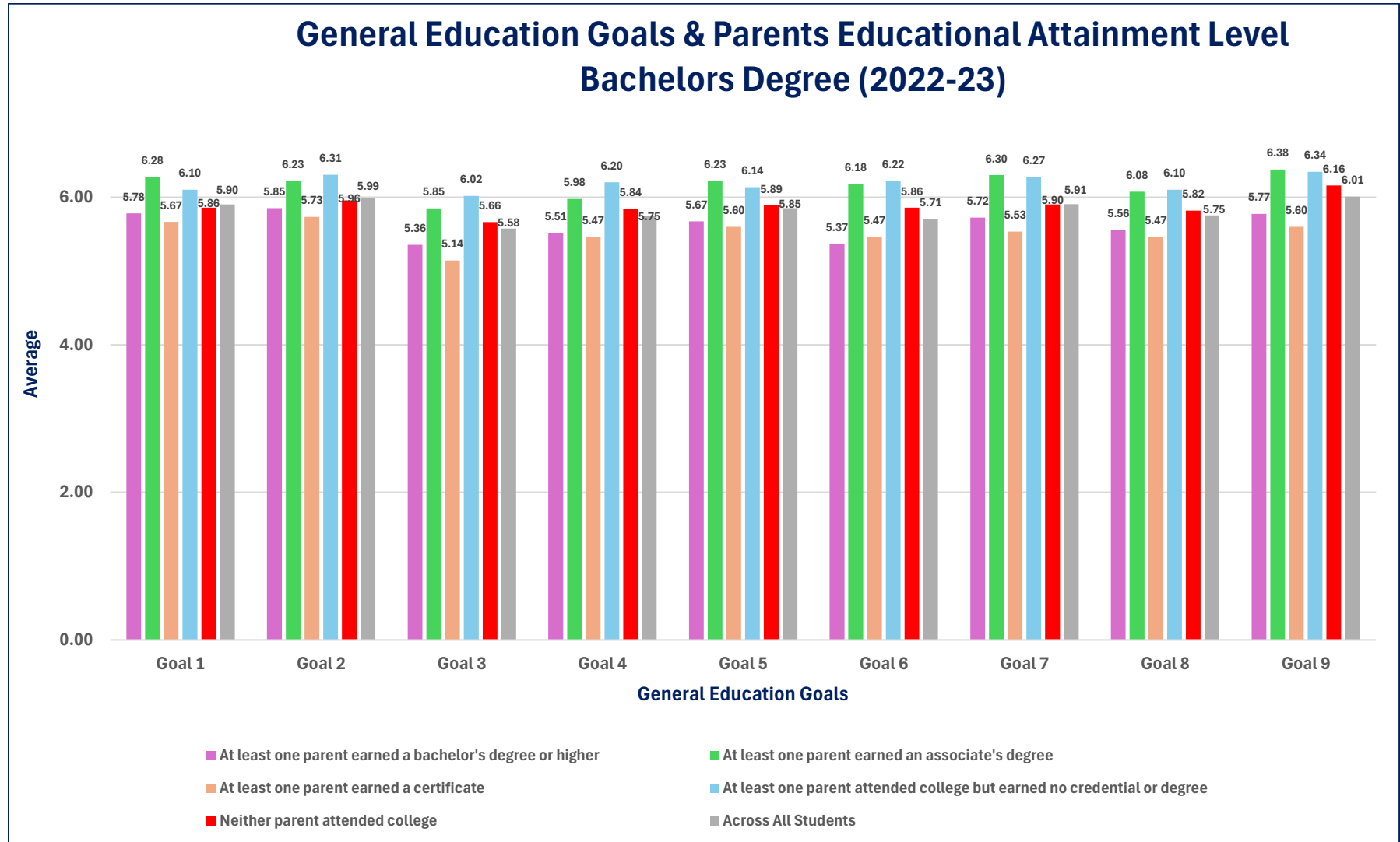- 66.67%

Type of Degree

Table 27: Average Score by Goals & Parents Educational Attainment Level (Bachelor's Degree)

Average Score by Goal and Parents Educational Attainment Level (Bachelor's Degree) with a Likert Scale: Agree Strongly (7); Agree Moderately (6); Agree a Little (5); Neither Agree or Disagree (4); Disagree a Little (3); Disagree Moderately (2); and Disagree Strongly (1)	Goal	At least one parent earned a bachelor's degree or higher	At least one parent earned an associate's degree	At least one parent earned a certificate	At least one parent attended college but earned no credential or degree	Neither parent attended college	Across All Students
Goal 1: My general education courses helped me develop the ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	Goal 1	5.78	6.28	5.67	6.10	5.86	5.90
Goal 2: My general education courses helped to develop my ability to demonstrate comprehension of different forms of communication.	Goal 2	5.85	6.23	5.73	6.31	5.96	5.99
Goal 3: My general education courses increased my ability to explain artistic processes and evaluate artistic products.	Goal 3	5.36	5.85	5.14	6.02	5.66	5.58
Goal 4: My general education courses increased my ability to use fundamental math skills and principles in various applications.	Goal 4	5.51	5.98	5.47	6.20	5.84	5.75
Goal 5: My general education courses helped to develop my ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.	Goal 5	5.67	6.23	5.60	6.14	5.89	5.85
Goal 6: My general education courses increased my ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.	Goal 6	5.37	6.18	5.47	6.22	5.86	5.71
Goal 7: My general education courses increased my ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	Goal 7	5.72	6.30	5.53	6.27	5.90	5.91
Goal 8: 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.	Goal 8	5.56	6.08	5.47	6.10	5.82	5.75
Goal 9: My general education courses increased my ability to apply critical thinking skills to assess arguments and solve problems.	Goal 9	5.77	6.38	5.60	6.34	6.16	6.01

General Education Goals & Parents Educational Attainment Level
Bachelors Degree (2022-23)

Legend:
- At least one parent earned a bachelor's degree or higher
- At least one parent earned an associate's degree
- At least one parent earned a certificate
- At least one parent attended college but earned no credential or degree
- Neither parent attended college
- Across All Students

Recommendations

This report provides two main recommendations made by the Director of Institutional Effectiveness in collaboration with the Institutional Effectiveness Committee. The following are the two recommendations:

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	If **YES**, Indicate the category which includes the amount of money that you have borrowed. ____ 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.			
Destination	State/Country Visited	Time Spent	Reason

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?	_____ Less than $20,000 _____ $35,000 - $39,999 _____ $55,000 - $59,999 _____ $20,000 - $24,999 _____ $40,000 - $44,999 _____ $60,000 or greater _____ $25,000 - $29,999 _____ $45,000 - $49,999 _____ $30,000 – $34,999 _____ $50,000 - $54,999
6.	Did you use social media to aid your job search?	_____ Yes _____ No If Yes, what type of social media did you use? Check all that apply: _____ Facebook _____ LinkedIn _____ Instagram _____ Twitter _____ Snapchat _____ Other
7.	How did you learn of the job opening?	_____ Newspaper _____ Advertisement _____ Website _____ FMU Career Fair _____ Social Media _____ Professor _____ Friend or Family _____ Fraternity/Sorority _____ Other
8.	Does the job require a bachelor's degree?	_____ Yes _____ No
9.	Does the job require a bachelor's degree with your major?	_____ Yes _____ No
10.	Does the job require a master's/doctoral degree?	_____ Yes _____ No

If No:

1.	Have you applied for employment?	_____ Yes _____ No If No, when do you plan to seek employment? _____

2. Do you intend to consult with FMU Career Development?	_____ Yes _____ No
3. If you have not been offered full-time employment, do you anticipate being employed full-time within the next 6 months?	_____ Yes _____ No

Military Service

1. Are you currently serving in the military?	If Yes, _____ Full-Time Active Duty _____ Reserve/National Guard If No, _____ Veteran _____ 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: _____ FMU Career Fair _____ Facebook Page _____ Class Workshops _____ Books _____ Website _____ Career Inventory _____ GRE/Graduate School Workshops _____ One-on-One Appointments _____ Career Connections Workshops

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

	Employment, full-time paid		Additional undergraduate coursework
	Employment, part-time paid		Military service
	Graduate or professional school, full-time		Volunteer activity (e.g. Peace Corps)
	Graduate or professional school, part-time		Starting or raising a family
	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?

Was FMU your first choice for attending your graduate program?	_____ Yes _____ No

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

Was FMU your first choice out of high school?	_____ Yes _____ No
Was it your first intent to transfer to another institution?	_____ Yes _____ 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!!!