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Francis Marion University

General Education Report

2023-2024 Academic Year

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DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

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Acknowledgement

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Executive Summary

This General Education Report 2023-24 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, 2022-23 and 2023-24; and Recommendations.

Table (i) shows the number of program/departments reported in the General Education Reports for 2016-2017 to 2023-24 academic years. For the academic year 2023-2024, 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 38 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 2023-2024 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	2023-24 Academic Year
English Composition	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*	Speech Program*
Department of Biology	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*	Physics, Industrial Engineering & Mechanical Engineering*
Mathematics Program	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 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	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*	Sociology*
	Theatre Arts	Theatre Arts	Theatre Arts	Theatre Arts			
		Professional Writing Program*	Professional Writing Program*	Professional Writing Program*	Professional Writing Program*	Professional Writing Program*	Professional Writing Program*
				BA/Liberal Arts*	BA/Liberal Arts*	BA/Liberal Arts*	BA/Liberal Arts*
					English General Education Literature Curriculum*	English General Education Literature Curriculum*	English General Education Literature Curriculum*
	Languages						
Chemistry Program		Chemistry*				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 Not 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 Met
			SLO 4.0	Benchmark 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	Direct Assessment Benchmark Met Target Met Indirect Assessment Benchmark & Target N/A
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252 *	SLO 1	Baseline Met Benchmark Met
			SLO 4	Baseline Met Benchmark Not 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	Direct Assessment Benchmark Met Target Met Indirect Assessment Benchmark & Target N/A
	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 Not Met
			SLO 3	Baseline Met Benchmark Not Met
			SLO 5	Baseline Not 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 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
	Chemistry	CHEM 111	SLO 1	Baseline, Benchmark & Target N/A
Goal 5	Physics, Industrial Engineering, & Mechanical Engineering	Physical Science 101 - PSCI (Lab) *	TBD	The SLO(s) will be determined in the upcoming General Education Reports.
	Department of Biology	BIO 103 & 104* ENVR 101	SLO 1	Benchmark Not Met Total Average
			SLO 2	Benchmark Met Total Average
	Chemistry	CHEM 111	SLO 2	Baseline, Benchmark & Target N/A
Goal 6	Department of History	HIST (100-level courses)*	SLO 5.0	Benchmark Met
			SLO 3.0	Benchmark Met
			SLO 6.0	Benchmark 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 Met
	Sociology	SOC 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
	Physics, Industrial Engineering, & Mechanical Engineering	Physical Science 101 - PSCI (Lab) *	TBD	The SLO(s) will be determined in the upcoming General Education Reports.
	Sociology	SOCI 201*	SLO 3: 9b	Benchmark Not Met
Goal 9	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
			SLO 2	Target Met
			SLO 3	
			SLO 4	
			SLO 5	
	English General Education Literature Curriculum	ENG 250, ENG 250G, ENG 251 & ENG 252*	SLO 4	Baseline Met Benchmark Not 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 2023, Fall 2023, and Spring 2024 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 2023-2024 academic year are tallied and illustrated in *Table 22 and Figures 3 to 12*. Following, *Table 23 & Figure 13* shows students' satisfaction level based on their General Education program of study (non-major requirements). *Table 24 & 25; and Figures 14 & 15* in the report illustrate responses on students' engagement

level and experiences across activities on and off campus. Finally, in 2023-24 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 *Figure 16*.

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 2023-24 academic year; and Recommendations. As a result, recommendations are made by the Director of Institutional Effectiveness and the Institutional Effectiveness Committee similar to the 2022-2023 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 ^{b3}		
3. Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101 ^b	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 ^b	3	3
4. Humanities/Social Sciences Elective	0 hours	3 hours
Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	0	3
5. Mathematics	6 hours	6 hours
Mathematics (a minimum of 6 hours: Mathematics 111, (or 111E) and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	6	6
6. Natural Sciences (Laboratories are required with all courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science ^c	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science ^c		
Psychology 206/216, or Honors 280-289 ^d	4	0
^d Must be a four credit hour course with laboratory		
(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c.)		
Total Semester Hours for the General Education Program	48 hours	59 Hours

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

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

Submitted IE Report	Submitted Separate General Education Report	Had Embedded SLOs
Theatre Arts		
Visual Arts		
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 2023-2024 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	Academic year 2023-2024
# of Program/Departments	34	34	34	35	35	31	31
# of Program/Departments Submitting General Education IE Reports & Program/Department IE Reports	6	9	8	9	10	10	11
# of Submitted Program/Department Reports	28	25	26	26	25	21	20
Total Number of Student Learning Outcomes (SLOs) Addressing General Education Goals	44	47	42	40	42	39	38

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

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

Department/Program	Course Number	General Education Goals	Student Learning Outcomes
English Composition	ENG 101*	Goal 1	3
Speech Program	Speech 101 *	Goal 1 & 9	1
		Goal 7	1
		Goal 2 & 9	1
		Goal 1	1
Department of Biology	BIOL 103 & 104* ENVR 101	Goal 5	2
Physics & Industrial Engineering	PSCI 101 (Lab)*	Goal 1 & Goal 5 & Goal 9	TBA
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	1
		Goal 5	1
Total Student Learning Outcomes			38

* Programs/Departments Submitted General Education Reports

¹ Changes are due to updating Program/Department SLOs.

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

General Education Goal	Reported		
	Program/Department	Course	Preparer
Goal 1	English Composition	ENG 101 (2023-2024)*	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	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 * ENVR 101*	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 101 (2023-2024) 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 ENVR 101	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 ENVR 101 CHEM 111 Physical Science 101 - PSCI (Lab)	4	0
Total Semester Hours for the General Education Program				48	59

Each General Education Goal had Student Learning Outcomes ranging from three to fourteen outcomes; and between 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.

- ENG 101, 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 seven out of ten Student Learning Outcomes
 - 3 SLOs had both direct and indirect assessments. Benchmark met for the three direct assessments and benchmark met for the two indirect assessments. The third indirect assessment is N/A and will be established in the upcoming General Education Reports.

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 Met for one Student Learning Outcome
 - 2 SLOs had both direct and indirect assessments. Benchmark met for the direct assessments and benchmark met for the one indirect assessment. The second indirect assessment is N/A and will be established in the upcoming General Education Reports.

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
- Benchmark not met for three Student Learning Outcomes

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

- Math 111 & CHEM 111
- 5 Student Learning Outcomes with multiple measures amongst the two subjects
- Assessment Results –
 - Benchmark Met for six out of fifteen Sub-Student Learning Outcomes (measures). Overall Benchmarks for Math 111 were not met (four main SLOs). Multiple measures assessed using both Direct and Indirect Assessments. Benchmark(s) will be established for the upcoming General Education Reports for one SLO.

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 ENVR 101.
- 3 Student Learning Outcomes
- Assessment Results –
 - One of two SLOs Benchmark Met. The other two courses will establish Benchmarks for the upcoming General Education Reports.

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.

- HIST (100-Level Courses)
- 3 Student Learning Outcomes
- Assessment Results –
 - Three SLOs Benchmarks 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, ENG 252, and POLI 295.
- 10 Student Learning Outcomes
- Assessment Results –
 - Six out of eight SLOs Benchmark Met
 - Two SLOs had both Direct and Indirect Assessments. One out of two Benchmarks were Met for Direct assessments. Two SLOs Indirect Assessments Benchmarks Met.
 - One course will be determined in the upcoming General Education Reports.

Student Learning Outcomes and General Education Goals by Program/Department

The programs/departments listed below addressed the General Education Program using a total of 39 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
- Chemistry

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 divides 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 2023-2024, the program used both direct and indirect assessments. Specifically, 523 composition students, or about 67% of fall composition students, participated in a writing attitude survey (indirect assessment). Also, 282 Spring English 102 student took the survey (66% of those enrolled). In addition, we performed a direct assessment of our ENGL 101, 101E, and 101 Dual Enrollment classes. Our end-of-the-semester direct assessment of ENGL 101 consisted of 143 randomly selected essays or 24% of students. For a complete explanation of the assessment methods, refer to the English Composition Program's Institutional Effectiveness Report: Academic Year 2023-2024. That report also contains the program's mission as well as the results of direct and indirect assessment.

In order to assess the above General Education goals, our First-Year Advisory Committee created and assessed the same 143 randomly selected essays 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% of students achieving a 2.1 or above. Our target is 80%. The assessment method and process mirrored our programmatic assessment; in addition, it was also grouped into our examination of whether or not a third reader was needed.

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

Course Number	Department/Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 101	English Composition	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	Goal-GE-SLO 1a: The portfolio demonstrates the student's ability to compose effectively with rhetorical awareness.	Again, papers were scored on a 4-point scale where 4 excelled at meeting the SLO, 3 satisfied the SLO, 2 partially met the SLO, and 1 failed to meet the SLO.	A. Results: 81% of the student papers successfully met this measure. B. BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark and target were met. This is one percentage higher than the rate of success 101 students had 2021. Years where we assess 102 students run in the higher 80s, which indicates continued growth for students taking both composition courses.
			Goal-GE-SLO 1b: The portfolio demonstrates the student's ability to integrate relevant research when appropriate.	Since this is relatively new General Education goal, baselines are not yet available. The benchmark for the general education goal is set at 75% of students achieving a 2.1 or above.	A. Results: 71% of the student papers successfully met this measure. B. BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was not met, but we saw significant improvement upon the 55% that was achieved by 101 students in 2021. Generally, this goal is met by 102 students in recent assessments, which reflects how we focus more on research in that course.
			Goal-GE-SLO 1c: The portfolio demonstrates the student's ability to produce developed, insightful arguments.	Our target is 80%. The assessment method and process mirrored our programmatic assessment; in addition, it was also grouped into our examination of whether or not a third reader was needed.	A. Results: 69% of student papers successfully met this measure. B. BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was not met, but this is another major improvement upon a 56% rate of success for students in 2021. English 102 students have typically met this measure which shows that in order to reach GE-SLO 1b and 1c, many students need more time and two composition courses.

Action Items:

SLO 1a: BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark and target were met. This is one percentage higher than the rate of success 101 students had 2021. Years where we assess 102 students run in the higher 80s, which indicates continued growth for students taking both composition courses.

SLO 1b: BENCHMARK AND TARGET ACHIEVEMENT AND DISCUSSION: BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was not met, but we saw significant improvement upon the 55% that was achieved by 101 students in 2021. Generally, this goal is met by 102 students in recent assessments, which reflects how we focus more on research in that course.

SLO 1c: BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was not met, but this is another major improvement upon a 56% rate of success for students in 2021. English 102 students have typically met this measure which shows that in order to reach GE-SLO 1b and 1c, many students need more time and two composition courses.

Speech Program

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Speech 101	Speech Pro-gram	<p>Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p> <p>Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.</p>	SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.	<p>Direct Assessment</p> <p>All five SLOs were assessed using the <i>Competent Speaker</i> form designed by the National Communication Association. With this instrument, we measured student ability two times during the course. The first assessment was given at the beginning of the course when students delivered their informative speeches, and the second was given at the end of the course when students presented their persuasive speeches. Through this process, we were able to measure the impact of the course on student ability.</p> <p>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.</p> <p>For the first major speech, all Speech 101 instructors used the <i>Competent Speaker</i> evaluation form to assess these five students in each of their sections. Designed by the National Communication Association, the <i>Competent Speaker</i> form includes eight competencies.</p> <p>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.</p> <p>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.</p> <p>BASELINE: The baseline for each of the eight competencies as well as for the total of the eight</p>	<p>Direct Assessment</p> <p>In the 2023-2024 academic year, 64 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 but one of the 8 individual competencies.</p> <p>As the extent to which the five SLOs are achieved is determined by student performance in each of the eight competencies, the results suggest that all of the 5 SLOs were met this academic year.</p>
		<p>Goal 7: The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.</p>	SLO 2.0: Students will learn to analyze the needs and interests of a given audience.		
		<p>Goal 2: The ability to demonstrate comprehension of different forms of communication.</p> <p>Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.</p>	SLO 3.0: Students will learn to research and offer support for the content of the message		<p>Indirect Assessment</p>

		<p>Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p>	<p>SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.</p>	<p>competencies was established from last year's results as shown below.</p> <p>BENCHMARK: Assessed students will improve their score on each of the eight competencies from their first major speech to the last major speech by an average of 5%.</p> <p>TARGET: In the next three to five years assessed students will increase their score by an average of 10% on each of the eight competencies from their first major speech to their last major speech.</p> <p><i>Indirect Assessment</i> At the end of each semester, all Speech 101 students are asked to complete an online self-report survey that measures the extent to which they perceive they have improved. It is a five-question survey using a Likert-style scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)</p> <p>BASELINE: The results from the 2022-2023 indirect assessment and newly established baseline are as follows:</p> <p>The self-report survey asks the extent to which, after taking the course, they feel more confident in their ability to:</p> <p><i>choose and narrow a topic for a given audience and a given amount of speaking time. 89%</i></p> <p><i>gather quality research material to support thesis and main points. 95%</i></p> <p><i>organize material into a clear message and easy-to-follow progression. 86%</i></p> <p><i>use appropriate and effective language for a given audience and speaking situation. 92%</i></p> <p><i>offer a clear and smooth delivery of the message. 84%</i></p> <p>BENCHMARK: 80% of responding students will offer a positive endorsement (indicate <i>agree</i> or <i>strongly agree</i>) on each of the five questions on the Likert-styled survey. TARGET: In the next three to five years, 85% of students will offer a positive endorsement (indicate <i>agree</i> or <i>strongly agree</i>) on each of the five questions on the Likert-styled survey.</p>	<p>In the 2023-2024 academic year 110 students completed the indirect measure. The benchmark of 80% of assessed students offering a positive endorsement (indicate <i>agree</i> or <i>strongly agree</i>) on each of the five questions on the Likert-styled survey was surpassed.</p>
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Table 9a: Direct Assessment Results

Competency										Average Total 8 Comp	%
Type of Speech		One	Two	Three	Four	Five	Six	Seven	Eight		
Informative Speech	Mean	2.14	2.16	1.72	1.84	2.16	1.59	1.98	1.50	1.89	62.89
	Average %	71.35	71.88	57.29	61.46	71.88	53.13	66.15	50.00		
	N	64	64	64	64	64	64	64	64		
Persuasive Speech	Mean	2.13	2.39	2.00	2.13	2.53	1.98	2.34	1.80	2.16	72.07
	Average %	70.83	79.69	66.67	70.83	84.38	66.15	78.13	59.90		
	N	64	64	64	64	64	64	64	64		

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. 87%

organize material into a clear message and easy-to-follow progression. 88%

use appropriate and effective language for a given audience and speaking situation. 89%

offer a clear and smooth delivery of the message. 79%

Action Items:

DIRECT:

The consistent results shown in the 2023-2024 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.

Because we failed to meet one of our benchmarks, continued attention (outlined below) 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 setting as much as possible when practicing. We will stress the point that playing the speech over in one's head while driving or doing other things does not constitute adequate practice and can easily result in making the situation worse.

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

INDIRECT:

The results of the indirect assessment indicate that Speech 101 instruction has been successful in building student confidence in regard to four of five SLOs. All but one of our measures greatly surpassed our benchmark of 80%, and the outlier was measure five just one point below our benchmark at 79%. Measure 5 asks students' confidence in their ability to *offer a clear and smooth delivery of the message*. This likely results from the unwarranted weight students tend to give delivery over other aspects of the speech process. It is also the aspect that makes them the most anxious. Further, it is much easier for students to evaluate their delivery than their organization, transitions, or quality of research. They are more aware of their starts, stops, and stumbles than their murky organization. It follows that this measure would show the lowest result. As mentioned in the previous section, in order to address this in our classes, we can spend more time stressing the importance of the other aspects of the speech process while explaining that delivery is only one part. Further, we can help build their confidence by giving them more in-class opportunities to practice, showing them examples of great speeches that didn't have perfect deliveries (focusing on the unattainability of perfection), and providing more focused feedback on individual aspects of delivery.

Direct Assessment Tool

Competent Speaker form includes eight competencies as follows:

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

Department of Biology

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

Executive Summary of Report

The Biology Department assessed student achievement this year in three 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 36.6% in Biology 103/Environmental Science 101 and 28.2% 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 2023. We administered the exam to Biology 104 students at the beginning and at the end of the spring 2024 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 ENVR 101	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) 75.1%, Benchmark 76%, Target 77%, as measured by a cumulative post-exam.	1. The students demonstrated the ability to describe the natural world at an average of 68.5% 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. However, the benchmark was achieved in BIOL 103 and ENVR 101 (76.0%). Additionally, the post test in BIOL 104 increased from 2023 to 2024.
			2: The student will have the ability to critically analyze experimental evidence and reach conclusions.	2. The student will have 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) 72.7%, Benchmark 74%, Target 75%, as measured by a cumulative exam.	2. The students demonstrated the ability to critically analyze experimental evidence and reach conclusions at an average of 84.4% as measured by a cumulative exam. Since that is higher than the benchmark of 74% and the target of 75%, 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 list the exam questions that apply to each learning outcome and summarize 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 2023 at the beginning (Pre) and at the end (Post) of the semester. Results from the Fall 2021 & 2022 semester are included for comparison.

Table 10b. Summary of results of the Biology 104 cumulative exam administered in Spring 2024 at the beginning (Pre) and at the end (Post) of the semester. Results from the Spring 2022 & 2023 semester are included for comparison.

Table 10a and 10b: SLO Results

Table 10a

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	Spring 2024 Pre	Spring 2024 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	57.4	61.1
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	57.5	86.2
Number of students		43	87	51	25	73	50
Overall mean		61.9	74.9	49.9	67.1	57.5	73.7

Table 10b

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	Spring 2024 Pre	Spring 2024 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	57.4	61.1
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	57.5	86.2
Number of students		43	87	51	25	73	50
Overall mean		61.9	74.9	49.9	67.1	57.5	73.7

Student achievement exceeded the benchmarks of both SLO 1 (understanding the natural world) and SLO 2 (critically analyze experimental evidence and reach conclusions) within the Biology 103 and Environmental Science 101 courses (Benchmarks: SLO 1 76%, SLO 2 74%; Targets: SLO 1 77%, SLO 2 75%) 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. Achievements at the end of both courses in 2024 were higher than achievements at the beginning. Compared to the previous year, SLO 1 decreased for Biology 103/Environmental Science 101 while SLO 1 increased Biology 104. SLO 2

increased for both. Achievement improved by 36.6% in Biology 103/Environmental Science 101 and 28.2% in Biology 104 from the beginning of the semester to the end of the semester.

Action Items:

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

Student Learning Outcomes

1. The student will have the ability to describe the natural world.
 2. The student will have the ability to critically analyze experimental evidence and reach conclusions.
-
- 1.) We will continue to administer the cumulative exams in both semesters (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 2024-2025.
 - 3.) We will continue our practice of administering pre- and post- exams at the beginning and end of the courses in the 2024-2025 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 2024-2025 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 2024-2025 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 2024-2025 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 (1, 5 & 9)

Course Number	Department/Program	General Education Goals	Student Learning Outcomes - General Education Program Goals	Assessment Method - Measurable Outcomes	Assessment Results
					Test Results (N=237)
PSCI 101	Physics, Industrial Engineering, Mechanical Engineering	<p>Goal #1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p> <p>Goal #5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.</p> <p>Goal #9: The ability to apply critical thinking skills to assess arguments and solve problems.</p>	<p>Goal #1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p> <p>#5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.</p> <p>#9: The ability to apply critical thinking skills to assess arguments and solve problems.</p>	<p>The department assesses its general education offerings in the PSCI 101 (Physical Science I) course, specifically its laboratory component. The PSCI 101 Lab format has been significantly revised in the last year, and our previous assessment is not consistent with the new format, so we have a new assessment that is appropriate for this revised format. In the new format, we are assessing the General Education program goals.</p> <p>Goals #5 and #9 were assessed through 37 multiple choice questions that were given to 237 students throughout both semesters. Goals #1 and #4 were also assessed by questions that were asked within each lab section, but these questions were not multiple choice, and the results were not collected from the individual lab instructors. The results of these 37 multiple choice questions are listed below.</p> <p>The results are color-coded in the following way:</p> <ul style="list-style-type: none"> - Green: The benchmark (70%) was met for these questions. - Yellow: The benchmark was not quite met for these questions (60% - 69%). - Orange: The benchmark was not close to being met (< 60%). 	<p>The results can be seen on the next page in table format.</p>

Results:

IE Assessment for PSCI 101														
Magnetism Assessment					Energy Assessment					Force Assessment				
Question #	Goals	Fall 2023	Spring 2024	Average	Question #	Goals	Fall 2023	Spring 2024	Average	Question #	Goals	Fall 2023	Spring 2024	Average
		n: 134 % correct	n: 113 % correct	247 % correct			n: 131 % correct	n: 106 % correct	237 % correct			n: 128 % correct	n: 109 % correct	237 % correct
1	5	82%	71%	76%	9	5	90%	91%	90%	1	5	30%	43%	37%
2	5	69%	56%	63%	10	5	58%	62%	60%	2	5	48%	82%	65%
3	5	77%	81%	79%	11	5	63%	71%	67%	3	5	52%	75%	64%
4	5	40%	43%	42%	12	5	34%	43%	38%	4	5	89%	77%	83%
5	5	73%	75%	74%	13	5	60%	58%	59%	5	5	75%	71%	73%
6	5	N/A	84%	84%	14	5	48%	61%	55%	6	5	61%	90%	75%
7	5	N/A	73%	73%	15	5	82%	93%	88%	7	5	45%	82%	63%
8	5	55%	73%	64%	16	5	39%	53%	46%	8	5	45%	44%	44%
9	9	75%	86%	80%	17	5	66%	74%	70%	9	5	34%	37%	36%
10	5	68%	52%	60%						10	5	63%	68%	65%
11	9	82%	85%	83%			Average	Average	Average	11	5	36%	64%	50%
12	5	90%	89%	90%	Goal 5	9	60%	67%	64%	12	5	N/A	51%	51%
13	5	62%	69%	65%	Goal 9	0				13	5	48%	71%	60%
		Average	Average	Average						14	5	82%	84%	83%
Goal 5	11	69%	70%	69%						15	5	77%	72%	74%
Goal 9	4	66%	70%	68%								Average	Average	Average
										Goal 5	15	56%	67%	62%
										Goal 9	3	53%	72%	63%

Commentary for General Education

In the first assessment (on the topic of magnetism), the benchmark was met for most of the questions, and the overall average was 69%, very close to the 70% benchmark. For the next two assessments (on the topics of energy and forces), the benchmark was only met for about 1/3 of the questions, and the overall averages were lower (from 62% to 64%).

Action Items for General Education

The table above represents a large amount of data, with 37 questions being assessed from each of the 6 lab sections per semester. For next year, we will attempt to optimize the amount of assessment information that we are able to extract per question.

In addition, we will also add some additional discussion and Action Items for the 2023 - 2024 Gen. Ed. Report relating to the specific Gen. Ed. Goals that are being assessed, and attempting to articulate the specific SLOs that are being assessed within those Gen. Ed. Goals.

Since there was such a large number of questions, given to such a large number of students, distributed among several lab sections, we are in the process of discussing both how to interpret these results and how to improve these results.

One thing that we know that we will do for the next year will be to collect the results from the questions that assess Goal #1 from each of the lab instructors.

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.	<p>SLO 1.0: Students will be proficient in the techniques for evaluating functions and graphs.</p> <p>Outcome 1: Students will demonstrate competence to evaluate a function from its graphical representation.</p> <p>Outcome 2: Students will demonstrate competence to evaluate an exponential function.</p> <p>Outcome 3: Students will demonstrate competence to evaluate a rational function.</p> <p>Outcome 4: Students will respond to a statement concerning their confidence in their ability to evaluate functions and graphs.</p>	For direct assessments, instructors of College Algebra II (Math 111) will collect student work samples of various graded assignments throughout the semester to assess problems that call for students to demonstrate proficiency in basic computational techniques listed in SLO 1.1 - SLO 1.3, SLO 2.1 – SLO 2.3, SLO 3.1 – SLO 3.2, and SLO 4.1 – SLO 4.3. Student samples will be evaluated based on an algebra performance rubric on a scale from 0 –	<p><i>Outcome 1 did not achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p> <p><i>Outcome 3 did achieve the benchmark.</i></p> <p><i>Outcome 4 did achieve the benchmark.</i></p> <p><i>SLO 1.0's overall benchmark was not achieved.</i></p>
			<p>SLO 2.0: Students will be proficient in the techniques for solving polynomial equations.</p> <p>Outcome 1: Students will demonstrate competence to solve a polynomial equation with rational solution(s).</p> <p>Outcome 2: Students will demonstrate competence to solve a quadratic equation with irrational solutions.</p> <p>Outcome 3: Students will demonstrate competence to solve a geometric word problem leading to a quadratic equation.</p>		<p><i>Outcome 1 did achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p> <p><i>Outcome 3 did not achieve the benchmark.</i></p> <p><i>Outcome 4 did achieve the benchmark.</i></p> <p><i>SLO 2.0's overall benchmark was not achieved.</i></p>

			Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations, predominantly quadratic equations.	100 for each outcome. The target is a mean score of 70 of all direct student assessments. 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 before course grades are calculated. The target is mean score of 2.0 of all student responses.	
			<p>SLO 3.0: Students will be proficient in the techniques for solving rational equations.</p> <p>Outcome 1: Students will demonstrate competence to solve a rational equation.</p> <p>Outcome 2: Students will demonstrate competence to solve a word problem involving distance, rate, and time.</p> <p>Outcome 3: Students will respond to a statement concerning their confidence in their ability to solve rational equations.</p>		<p><i>Outcome 1 did not achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p> <p><i>Outcome 3 did achieve the benchmark.</i></p> <p><i>SLO 3.0's overall benchmark was not achieved.</i></p>
			<p>SLO 4.0: Students will be proficient in the techniques for solving exponential, radical, and logarithmic equations.</p> <p>Outcome 1: Students will demonstrate competence to solve an exponential equation.</p>		<p><i>Outcome 1 did not achieve the benchmark.</i></p> <p><i>Outcome 2 did not achieve the benchmark.</i></p> <p><i>Outcome 3 did not achieve the benchmark.</i></p>
			<p>Outcome 2: Students will demonstrate competence to solve a radical equation.</p> <p>Outcome 3: Students will demonstrate competence to solve a logarithmic equation.</p> <p>Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve exponential, radical, and logarithmic equations.</p>		<p><i>Outcome 4 did achieve the benchmark.</i></p> <p><i>SLO 4.0's overall benchmark was not achieved.</i></p>

Table 13a: Assessment Results

Assessment Problem	2020-21	2021-22	2022-23	2023-24
Goal 1.0 Outcome 1	68.3	73.4	65.2	68.2
Outcome 2	68.1	58.4	66.0	60.4
Outcome 3	86.6	86.8	80.3	87.6
Outcome 4	2.30	2.06	2.12	2.00
Goal 2.0 Outcome 1	80.4	72.8	43.6	80.0
Outcome 2	74.6	63.9	55.8	66.5
Outcome 3	59.1	61.8	58.0	64.4
Outcome 4	2.32	2.23	2.13	2.26
Goal 3.0 Outcome 1	79.4	68.1	60.3	65.2
Outcome 2	65.1	60.2	48.1	54.4
Outcome 3	2.34	2.22	2.20	2.21
Goal 4.0 Outcome 1	67.8	55.9	53.4	59.0
Outcome 2	74.4	59.9	62.1	64.9
Outcome 3	71.1	59.8	55.6	67.6
Outcome 4	2.33	2.08	2.12	2.10

Action Items:

SLO 1.0: Students will be proficient in the techniques for evaluating 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 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 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: 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.

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).

Department of History

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." Indirect Assessment Near the end of the semester, the History Department gives an in-class survey to students in History classes. Professors are asked to carve out fifteen minutes of time to administer the survey. Some instructors are very willing and eager to assist while others do not have time to spare. The same survey is used for both upper and lower-level courses. Next year, two separate surveys will be conducted. The survey consists of thirty-three questions. It asks students a variety of questions, including several related directly to	Lower-division (100-level courses) on-line survey. Results: 83.5% Benchmark Attained
			SLO 4.0: The student could effectively write an historical essay.		Lower-division (100-level courses) on-line survey. Results: 90.8% Benchmark 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: 92% Benchmark Attained

		Goal 6: The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.	SLO 5.0: The student could accurately explain how people have existed, acted, and thought in particular historical periods.	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.	Lower-division (100-level courses) on-line survey. Results: 94.0% Benchmark 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: 78.1% Benchmark: 82% Target: 85% SLO 4.0 Baseline: 82.3% 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: 96.5% Benchmark Attained
			*SLO 6.0: Could explain what influence the past has on the present.	SLO 6.0 Baseline: 85.6% Benchmark: 85% Target: 87%	Lower-division (100-level courses) on-line survey. Results: 93% Benchmark Attained

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

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

<i>SLO</i>	<i>FALL 2023 Midterm</i>	<i>FALL 2023 Final</i>	<i>SPRING 2024 Midterm</i>	<i>SPRING 2024 Final</i>	<i>YEAR Average</i>
2.1	77%	81%	89%	87%	83.5%
4.0	81%	91%	94%	97%	90.8%
5.0	92%	94%	96%	94%	94.0%
5.1	86%	87%	97%	98%	92.0%

Indirect Measurement

Near the end of the semester, the History Department gives an in-class survey to students in History classes. Professors are asked to carve out fifteen minutes of time to administer the survey. Some instructors are very willing and eager to assist while others do not have time to spare. The same survey is used for both upper and lower-level courses. Next year, two separate surveys will be conducted. The survey consists of thirty-three questions. It asks students a variety of questions, including several related directly to SLOs 2.1, 4.0, 5.0, and 5.1, such as whether: 1) they can write an essay that supports a thesis statement with evidence; 2) they feel prepared to write a historical essay; 3) they can discern the relationship between cause and effect at particular time periods; and 4) they can see connections between historical events, ideas, and values over time.

The SLOs

In its 2018-2019 IE report, the History Department established a benchmark of 80% for SLOs 2.1, 4.0, 5.0, and 5.1; in the 2020-2021 school year, it raised its benchmark for SLO 4.0 to 81% but kept the benchmark the same for the other three SLOs. Those benchmarks have since that time remained unchanged. The author does not anticipate making changes in the near future.

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: 83.5% **Benchmark Attained**
 Course-Level Assessments (Qualitative Analysis). Results: 84% **Benchmark Attained**
Average: 83.8% **Benchmark Attained**

SLO 4.0 The student could effectively write an historical essay.

Lower-division (100-level courses) on-line survey. Results: 90.8% **Benchmark Attained**
Course-Level Assessments (Writing). Results: 86% **Benchmark Attained**
Average: 88.3% **Benchmark Attained**

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

Lower-division (100-level courses) on-line survey. Results: 94% **Benchmark Attained**
Course-Level Assessments (Critical Thinking). Results: 84% **Benchmark Attained**
Grand Total: 89% **Benchmark Attained**

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

Lower-division (100-level courses) on-line survey. Results: 92% **Benchmark Attained**
Course-Level Assessments (Area Knowledge). Results: 85% **Benchmark Attained**
Grand Total: 88.5% **Benchmark Attained**

History Department Action Items

It is clear from the data that students in General Education courses in most cases are confident in their abilities. The History Department performed very well with its General Education courses this year. The new in-class surveys perhaps inflated our numbers. Next year, a stronger effort will be made to administer this survey in every survey class.

Action Items for 2024-2025

Despite the fact that student performance in 2023-2024 improved, the department will continue to try and improve.

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.
- Students will be reminded that they can seek extra help in the Tutoring 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.

- The author of this report has become acutely aware that many of the students across this university suffer from anxiety and/or depression. These symptoms can be triggered by instructors who take their time in returning assignments and only give minimal feedback—often months after an assignment was submitted. Efforts are already underway to ensure that certain instructors that have a habit of not returning materials to students on time will get materials back to students within a week's time instead of two months' time. Respecting the mental health of students will certainly increase our outcomes but will also enrich the overall college experience of our students.

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 72.4%, 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 72.4%, 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 POLI 101 classes.	SLO 1.0: Political Science Students, in POLI 101 on average, performed at the 74.2% level [baseline 72.4%, 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. Therefore, the baseline of 72.4% was exceeded, while the target of 80% was not achieved. Benchmark: Met
			SLO 2.0: Political Science students will perform at the: Baseline (average of past 3 years' SLO results) of 81.2%, 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 81.2%, 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 POLI 103 classes.	SLO 2.0: Political Science Students, in POLI 103 on average, performed at the 77% level [baseline 81.2%, benchmark = 60%, target 81%] 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, neither the baseline nor the target was met, and the department did not reach its target on SLO 2.0. Benchmark: Met

		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 3.0: Political Science students will perform at the: Baseline (average of past 3 years' SLO results) of 75%, Benchmark of 60%, Target of 80% when evaluating and interpreting quantitative and qualitative political analysis in POLI 295.	SLO 3.0: Political Science students in POLI 295 will evaluate and interpret quantitative and qualitative political analysis at the: Baseline (average of past 3 years' SLO results) of 75%, Benchmark of 60%, 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 81% level [baseline 75%, 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. Therefore, the department exceeded its target of 80% on SLO 3.0. Benchmark: Met
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Action Items:

As the target for SLO 1.0 was not met in the 2023-2024 academic year, the department will recalculate the 3-year rolling average for a new baseline result and continue with these measures in the 2024-2025 year for this SLO.

As the target for SLO 2.0 was not met in the 2023-2024 academic year, the department will recalculate the 3-year rolling average for a new baseline result and use 80% as the new target in the 2023-2024 year for this SLO.

As the target for SLO 3.0 was met in the 2023-2024 academic year, the department will recalculate the 3-year rolling average for a new baseline result and increase the target for SLO 3.0 to 81% in the 2024-2025 academic year.

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 2023-2024 academic year. The Department anticipates being able to assess POLI 285 and include those results in the 2024-2025 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 from Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 62.86%. The benchmark is 80%. The average score of students for SLO 1 (Gen Ed Goal 7) is 67.22%. The benchmark for AY 2022-2023 was not met. The target average score the department would like to achieve is 85% in five years.	62.86% 67.22%
			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 one item from a direct measure of student knowledge from Sociology 201 courses (see appendix for the assessment). The baseline is 76.57%. The benchmark is 80%. The average score of students for SLO 2 is 52.94%. The benchmark for AY 2022-2023 was not met. The target average score the department would like to achieve is 85% in five years.	76.57% 52.94%

		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 3: 9b: Ability to think critically. Assessment Item #2 If you possess a sociological imagination and someone asks you to study unemployment rates in a city of 50 million people where 15 million are unemployed, what would you conclude? And, Assessment Item #4 A _____ would view crime as serving a purpose for society, while a _____ would view crime as a result of lacking resources (e.g., unavailability of jobs).	SLO 9-b: Ability to think critically. SLO 3 was assessed using two items from a direct measure of student knowledge from Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 69.54%. The benchmark is 80%. The average score of students for SLO 3 is 77.49%. The benchmark for AY 2022-2023 was not met. The target average score the department would like to achieve is 85% in five years.	69.54% 77.49%
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Action Items:

1. SLO 1 (Gen Ed Goal 7): Recognize how other influences affect individual behavior. Student scores for this competency area increased from 62.86% to 67.22%. The department continued to increase the scope of their lecture materials and assignments to emphasize the influence of social forces on individual behaviors, such as incorporating ongoing, current events in lectures and linking how such events impact students and various social groups. Even though scores increased for SLO 1 (Gen Ed Goal 7), the department will increase their focus on this SLO to meet the benchmark for the next academic year. Faculty will increase the number of written assignments and class discussions that highlight the application of societal structures and forces on individual attitudes, choices, and behaviors. These assignments and discussions were successfully incorporated into all Sociology 201 courses (including those held in an Online format) this past academic year and faculty will continue to do so. The writing assignments will 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. In the future, faculty plan to include more service-learning projects into SOCI 201 courses. This will allow students to apply course material to the real world, such as volunteering at a food bank or animal shelter.

2. SLO 2 (Gen Ed Goal 7): Recognize diverse social and cultural practices. The Sociology Department updated the assessment to reflect the updated general education goal, “The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.” The

modification to the assessment was made and the department began collecting data in the fall 2023 semester. As a result, a new baseline was established for SLO 2 this academic year. Therefore, we are unable to compare to last year's data since the assessment item has changed. However, the baseline and average score did not meet the benchmark established by the department (80%). Sociology faculty will increase their efforts in the classroom to emphasize the importance of diverse social and cultural practices by continuing to emphasize these issues in the classroom and incorporate videos, discussions, and in-class assignments. The faculty recognizes that we need to be more diligent with implementing assignments and projects that can further help students understand social factors related to inequality, diversity, and cultural practices. The faculty aims to increase student scores for SLO 2 for the next academic year by initiating the above practices.

3. SLO 3 (Gen Ed Goal 9): Ability to think critically.

Student scores increased in this competency area for the current academic year from 69.54% to 77.49%. Although the scores increased for SLO 3, the benchmark was still not met. The department continued to increase their efforts in this area by incorporating more writing assignments and exam questions that emphasize critical thinking skills, specifically applying sociological concepts to real world events and individual experiences. These practices helped; however, faculty still need to improve in this area by moving toward adopting more hands-on projects that enable students to apply their own lives to societal processes (service-learning and applied projects). Understanding the connection between sociology and real lives will continue to improve students' critical thinking skills. The faculty utilizes several assignments that illustrate how sociological concepts are applicable to the social world, such as 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 will continue to implement these assignments in their courses. Yet, the faculty also recognize that such assignments, while useful in helping students understand, is not enough to increase student scores to meet the benchmark. Therefore, other avenues must be considered, such as incorporating more discussions on the above topics and encouraging students to discuss how such issues have impacted them personally could add to student understanding. Like meeting SLO 1, implementing projects that highlight application, and other projects that enable students to have hands on experiences can help the department achieve the benchmark.

Professional Writing Program

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENGLISH 495 Students in Internship	Professional Writing Program	Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	SLO 1: Apply rhetorical strategies in developing content appropriate to audiences in professional environments.	The methods used to measure this SLO include (1) collecting internship sponsor surveys (direct), and (2) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 1 is 4.45. It is calculated as the average of SLO 1 scores from the previous eight years (see the Appendix). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 1 by the indirect method of an exit survey. The SLO 1 result of 4.88 is higher 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, benchmark, and target scores were achieved.
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	SLO 2: Write and edit clear, correct, and logically organized texts.	The methods used to measure this SLO include (1) collecting internship sponsor surveys (direct), and (2) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 2 is 4.52. It is calculated as the average of the previous four years and the earlier four years' combined SLO 2, 4, 5, and 6 scores due to the SLO changes explained in the 2019-2020 IE Report. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 2 by the indirect method of an exit survey. The SLO 2 result of 4.75 is higher 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, 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 collecting graduating seniors' exit surveys (indirect). (This SLO currently is measured directly every other year through portfolio evaluations). The baseline score for SLO 5 is 4.42. This SLO was added in 2019-2020, so this baseline is the average of scores from the previous four years. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 5 by the indirect method of an exit survey. The SLO 5 result of 4.0 is lower than the baseline of 4.42, equal to the benchmark score that was desired for this year of 4.0, and equal to 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) collecting internship sponsor surveys (direct), and (2) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 3 is 4.48. It is calculated as the average of the previous eight years' SLO 3 scores (see the Appendix). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 3 by the indirect method of an exit survey. The SLO 3 result of 5.0 is higher than the baseline of 4.48, 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, 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) collecting internship sponsor surveys (direct), and (2) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 4 is 4.43. This SLO was added in 2019-2020, so this baseline is the average of scores from the previous four years. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 4 by the indirect method of an exit survey. The SLO 4 result of 4.75 is higher than the baseline of 4.43, 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, benchmark, and target scores were achieved.

Action Items:

We do not have any programmatic action items this year because all SLOs are equal to or higher than benchmarks and targets.

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: For the past two years, the results on SLOs 5 and 7 have been lower than baseline scores (while still higher than benchmarks and targets). In 2024-2025, the Technical and Professional Writing Advisory Committee should discuss how to address this trend in the data as well as how to modify the internship evaluation survey to address SLO 5.

BA/Liberal Arts Program

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 496	BA/Liberal Arts Program	<p>Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p> <p>Goal 2. The ability to demonstrate comprehension of different forms of communication.</p>	<p>SLO D: Ability to Apply Theory. The portfolio will demonstrate the student's ability to apply rhetorical, literary, and/or film theory in a textual analysis.</p> <p>Skills Outcome D aligns with Program Learning Outcome 6.0.</p>	<p>The reader rates the overall portfolio with one of four scores:</p> <p>Score 4: Excels. Score 2: Partially satisfies the SLO. Score 3: Satisfies the SLO. Score 1: Fails to satisfy the SLO.</p>	<p>The Direct assessment of Skills Outcome D (Ability to Apply Theory) is new. The first average score in 2018-2019 was 1.93, and the baseline after three years is 3.00. For this year, the averaged score for Skills Outcome D was 3.13, exceeding both the benchmark at 1.95 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.</p> <p>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.</p>

Direct Assessment Results for D: Apply Theory

Student Learning Outcomes: Skills	Base- line	Bench- mark	Target	23-24: Result
A:Analyze texts critically	3.35	2.65	3.0	3.42
B:Synthesize external sources	3.27	2.65	3.0	3.33
C:Connect literary texts to their contexts	3.33	2.65	3.0	3.29
D:Apply Theory	3.00	1.95	2.25	3.13

Action Items:

- a. Actions planned and addressed during 2022-23 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	<p>Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.</p> <p>Goal 2: The ability to demonstrate comprehension of different forms of communication.</p> <p>Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.</p>	<p>SLO 1: Interpret texts to reveal articulable meaning. Goals 1, & 2</p>	<p>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.</p> <p>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.</p> <p>Before the assessment period, assessors met to review procedures and to calibrate</p>	<p>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).</p>
			<p>SLO 4: Write clear and convincing arguments about texts. Goals 1 & 9.</p>		<p>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).</p>

		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.	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	Score 1: Fails to satisfy the SLO. 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.	<p>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.</p> <p>BASELINE: 56% average for Spring 2023 BENCHMARK: Will be set in the academic year 2024-2025 TARGET: Will be set in the academic year 2024-2025</p>	Overall Average: 61
		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.	<p>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.</p> <p>BASELINE: 45% average for Spring 2023 BENCHMARK: Will be set in the academic year 2024-2025 TARGET: Will be set in the academic year 2024-2025</p>	Overall Average: 48

SLO 1 Results:

Spring	2024	
n=	55	
Question	Topic	%Correct
1	Unit Conversion	75
2	Units of Temperature	27
5	Molar Mass	89
6	Balancing Equations	67
7	Stoichiometry	47
9	Gas Laws	60
	Overall Average	61

SLO 2 Results:

Spring	2024	
n=	55	
Question	Topic	%Correct
3	Atomic Structure	38
4	Nomenclature	38
8	Acid/Base Neutralization	67
10	Valence Electrons	73
11	Electronegativity	47
12	Lewis Structures	24
	Overall Average	48

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

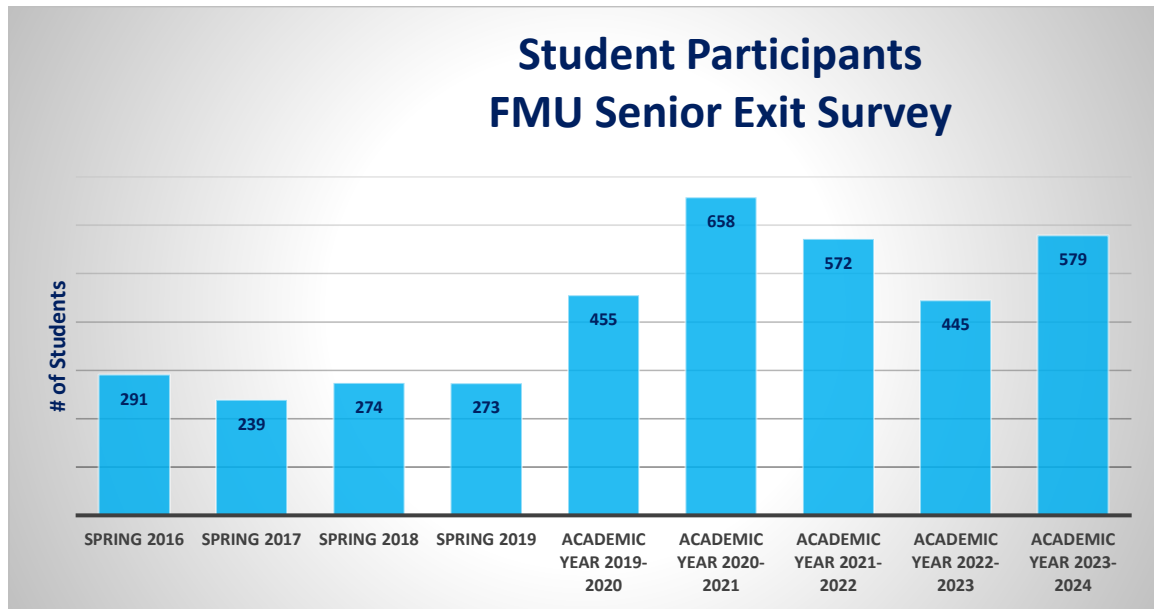
Survey Participants

This next portion of the report elaborates on results of Francis Marion University's Senior Exit Survey for Academic Year 2023-2024. 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 2023-2024 commencement exercises: 445 students. All Graduates for fall, spring and summer were able to participate from the academic year 2019-2020 to 2023-2024 Exit Surveys.

The 2023-2024 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.

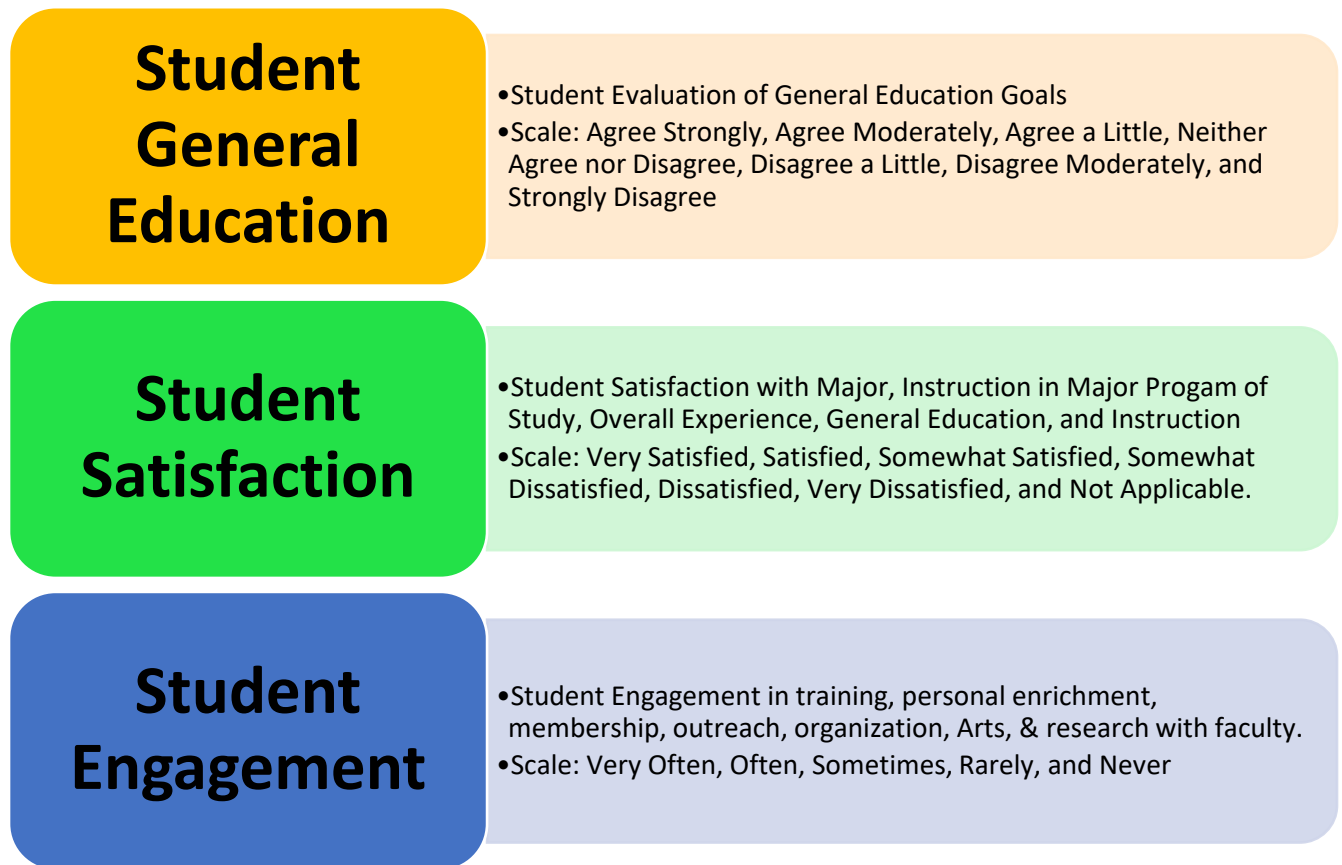
Figure 1: Students Participants in Spring 2016, Spring 2017, Spring 2018, Spring 2019, and Academic Years from 2019-2020 to 2023-2024



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



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 2023-2024. *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 undergraduate student participants. *Table 23* and *Figure 13* tracks student satisfaction levels for major, instruction, overall experience, overall academic experience, and general education. *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 2023-2024).

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. 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. First-Generation students play a vital role at Francis Marion University. In the upcoming General Education Reports, the definition for identifying a First-Generation Student will be established using the definition of the Department of Education.

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	0.8	0	100
	2023-2024	579	455	40.9	37.1	11.9	6.8	1.3	0.2	1.5	0.2	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	7.3	1.7	1.7	1.1	0.3	100
	2023-2024	579	455	40.9	36.3	13.2	7.5	0.9	0	1.3	0	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
	2023-2024	579	455	34.7	28.8	16.3	14.1	2.4	1.8	1.8	0.2	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	2	3.1	0.6	100
	2023-2024	579	455	38.7	30.1	16.3	8.4	2.6	1.5	2	0.4	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
	2023-2024	579	455	39.8	33	13.4	9.2	1.8	1.3	1.5	0	100

Goal 6. The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.	2020-2021	658		37.1	31.9	16.4	9.8	1.5	2.1	1	0.2	100
	2021-2022	572	459	35.1	31.8	15.9	10.7	2.8	0.9	2.2	0.7	100
	2022-2023	445	355	33.5	34.6	13.2	11	3.1	1.4	2.5	0.6	100
	2023-2024	579	455	38.9	29.5	15.8	10.3	3.3	0.2	1.8	0.2	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	33.5	13	7.3	3.4	1.1	1.4	0.3	100
	2023-2024	579	455	42.4	30.3	13.4	9.2	2.4	0.7	1.3	0.2	100
Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.	2020-2021	658		35.9	33.2	16.4	9.8	1.5	1.5	1.4	0.2	100
	2021-2022	572	459	34.2	31.6	15.9	12.4	2.4	2	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
	2023-2024	579	455	34.5	30.5	18.2	10.8	2.6	1.5	1.8	0	100
Goal 9. The ability to apply critical thinking skills to assess arguments and solve problems.	2020-2021	658		42.9	33.4	13.3	6.4	1.7	0.8	0.8	0.8	100
	2021-2022	572	459	47.7	30.3	9.8	8.3	0.4	0.2	1.7	1.5	100
	2022-2023	445	355	47	31.3	7.9	6.5	1.7	2	2.5	1.1	100
	2023-2024	579	455	47.5	30.8	11.4	6.2	0.9	0.4	2.2	0.7	100

***Percent tabulated based on Total Undergraduate Student Participation**

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

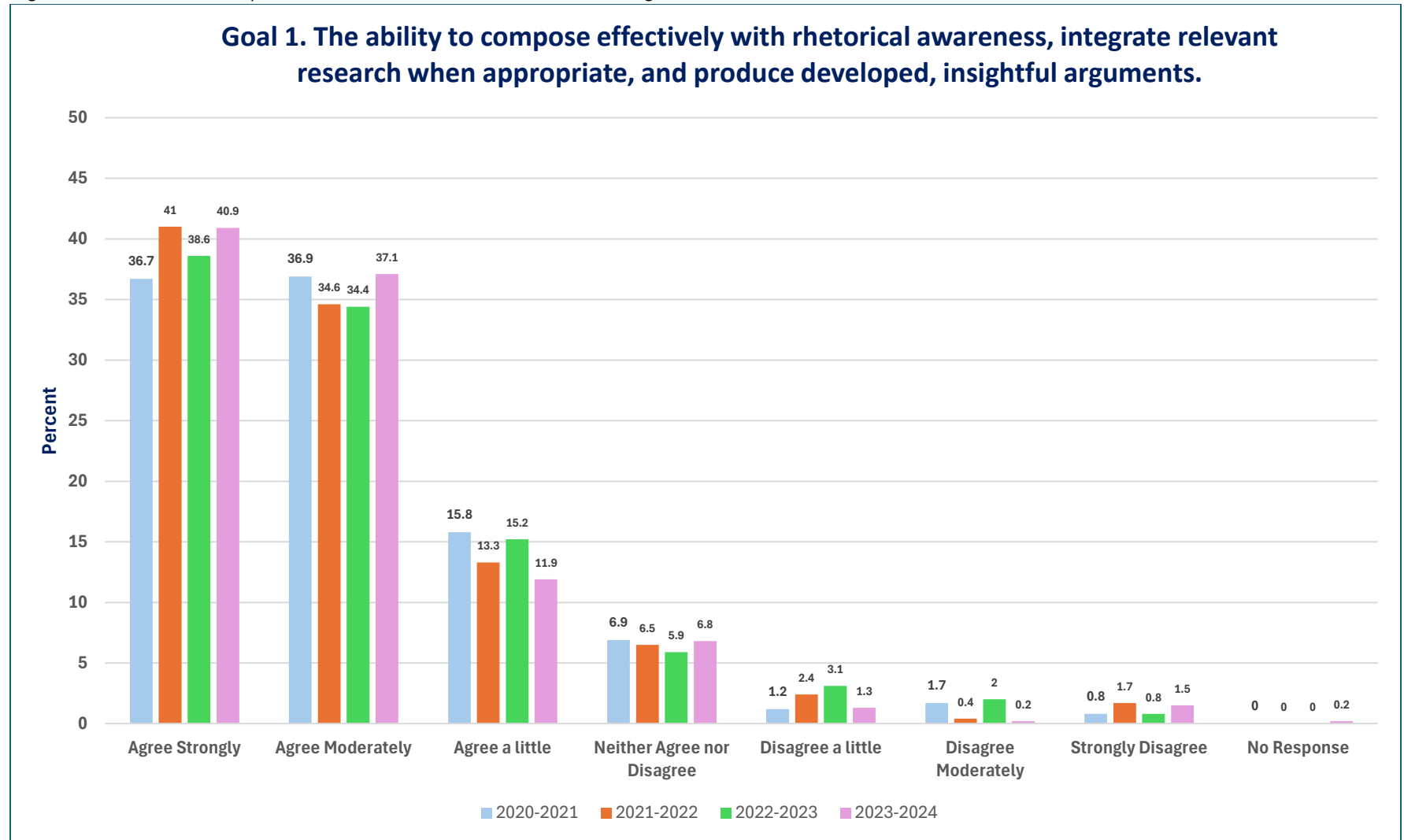


Figure 4: Educational Experiences Part I: General Education Program – Goal 2

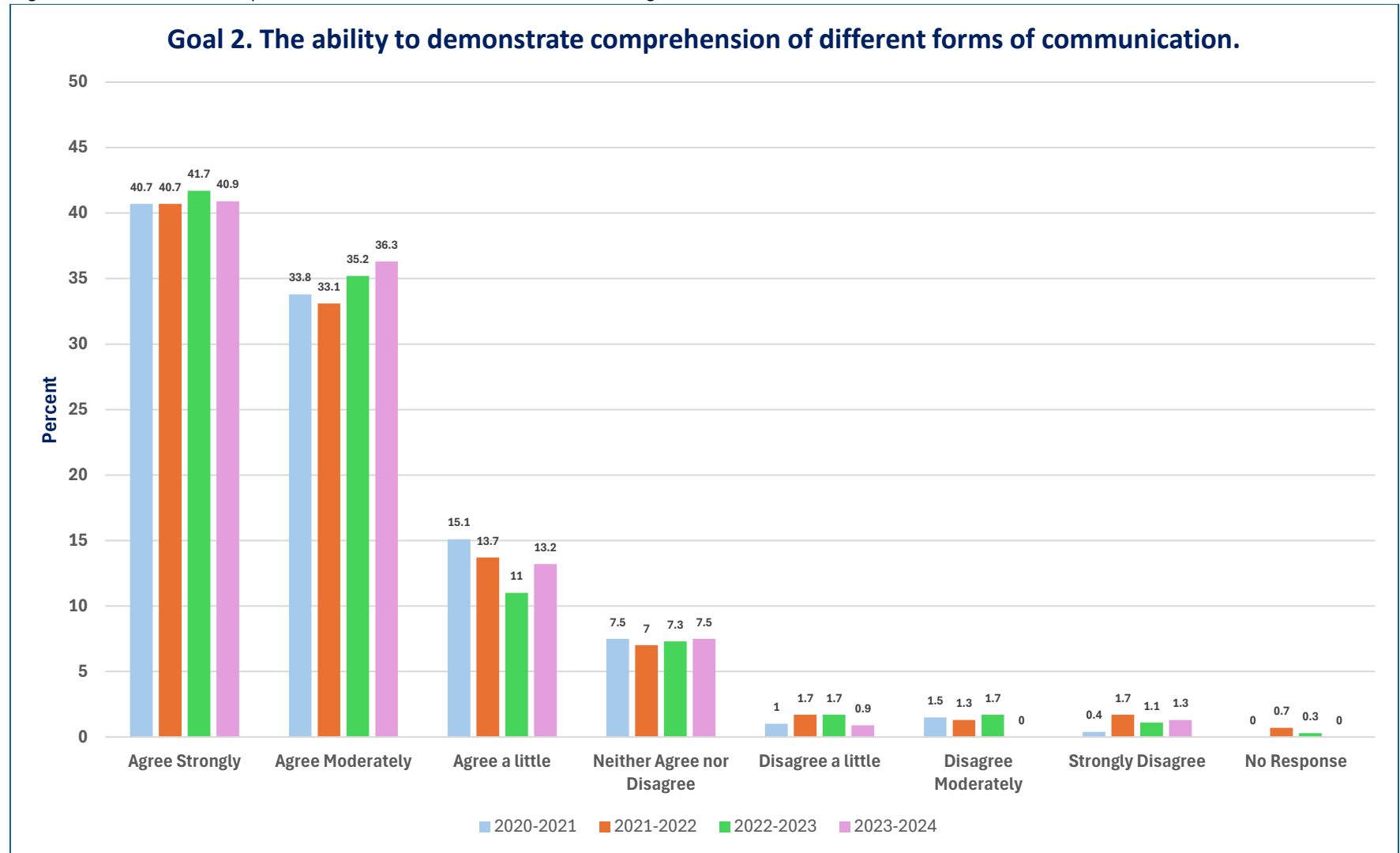


Figure 5: Educational Experiences Part I: General Education Program – Goal 3

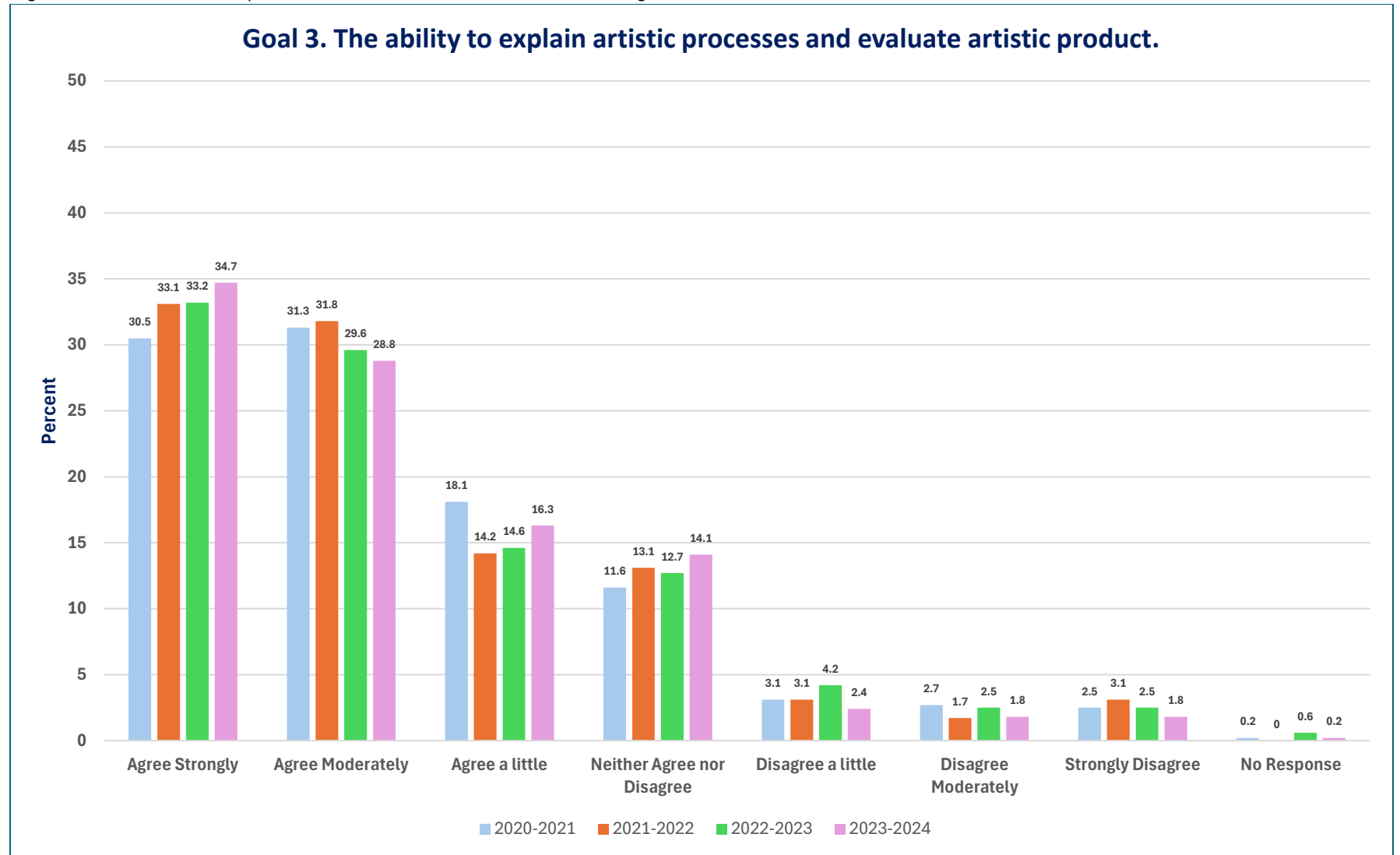


Figure 6: Educational Experiences Part I: General Education Program – Goal 4

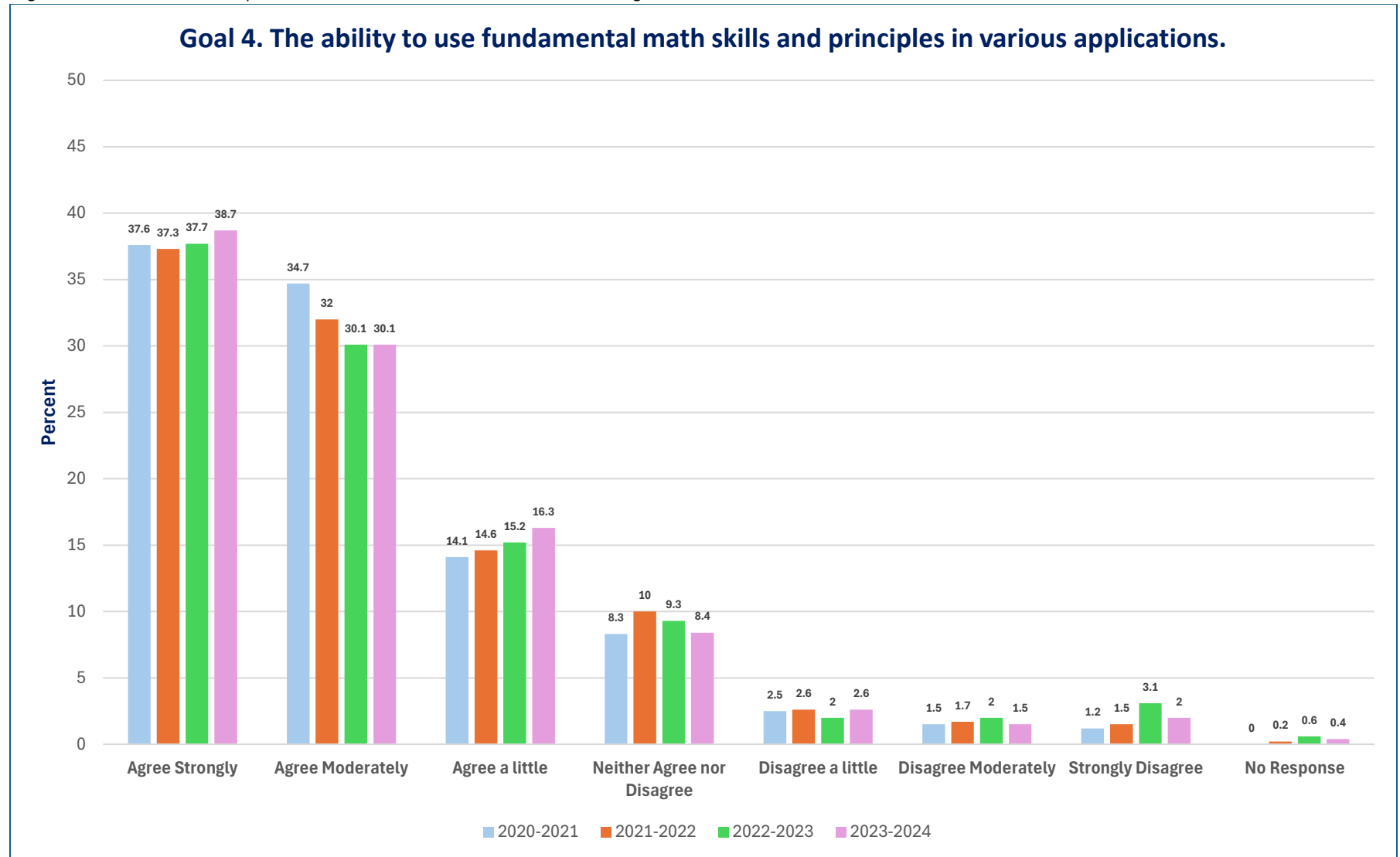


Figure 7: Educational Experiences Part I: General Education Program – Goal 5

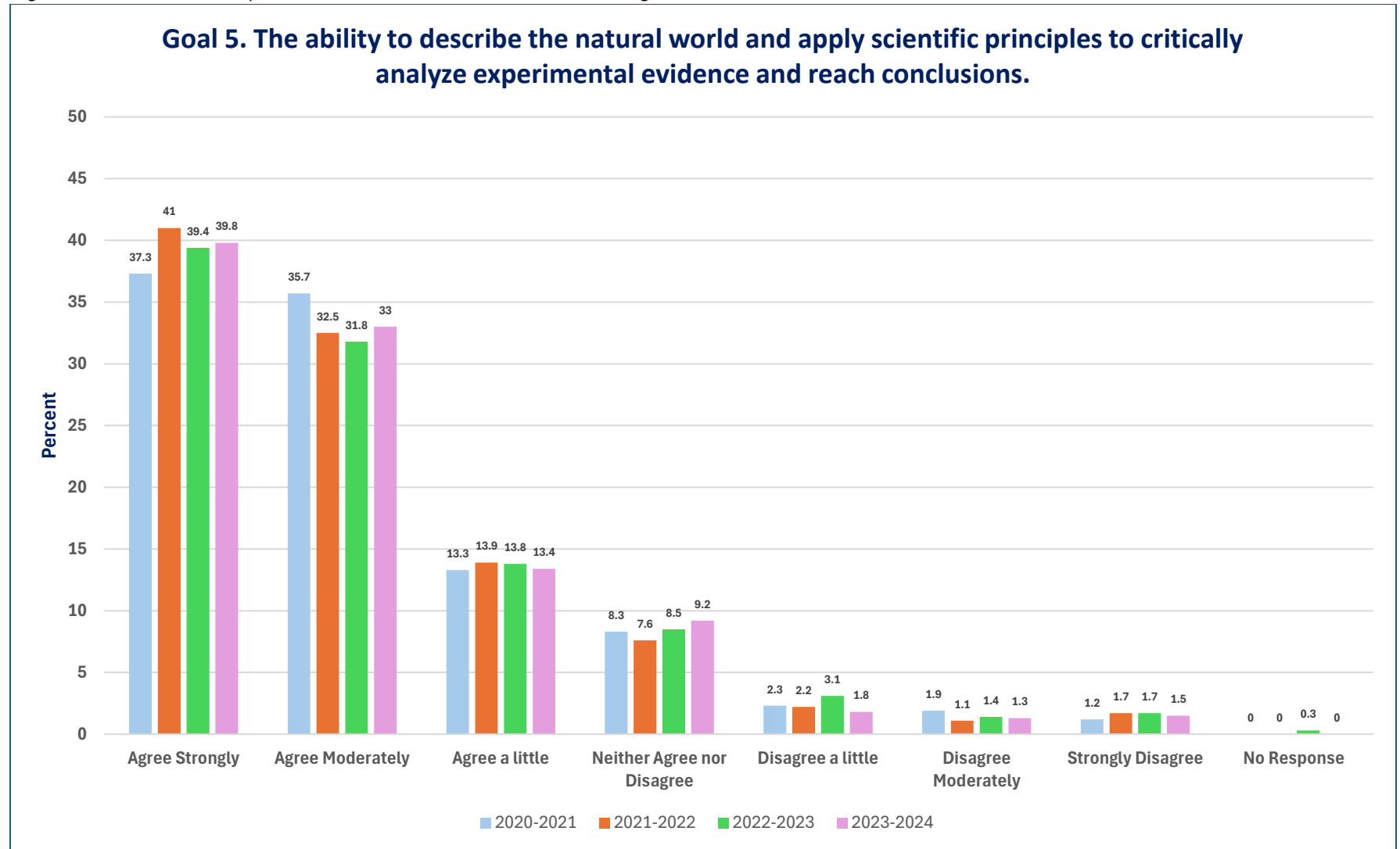


Figure 8: Educational Experiences Part I: General Education Program – Goal 6

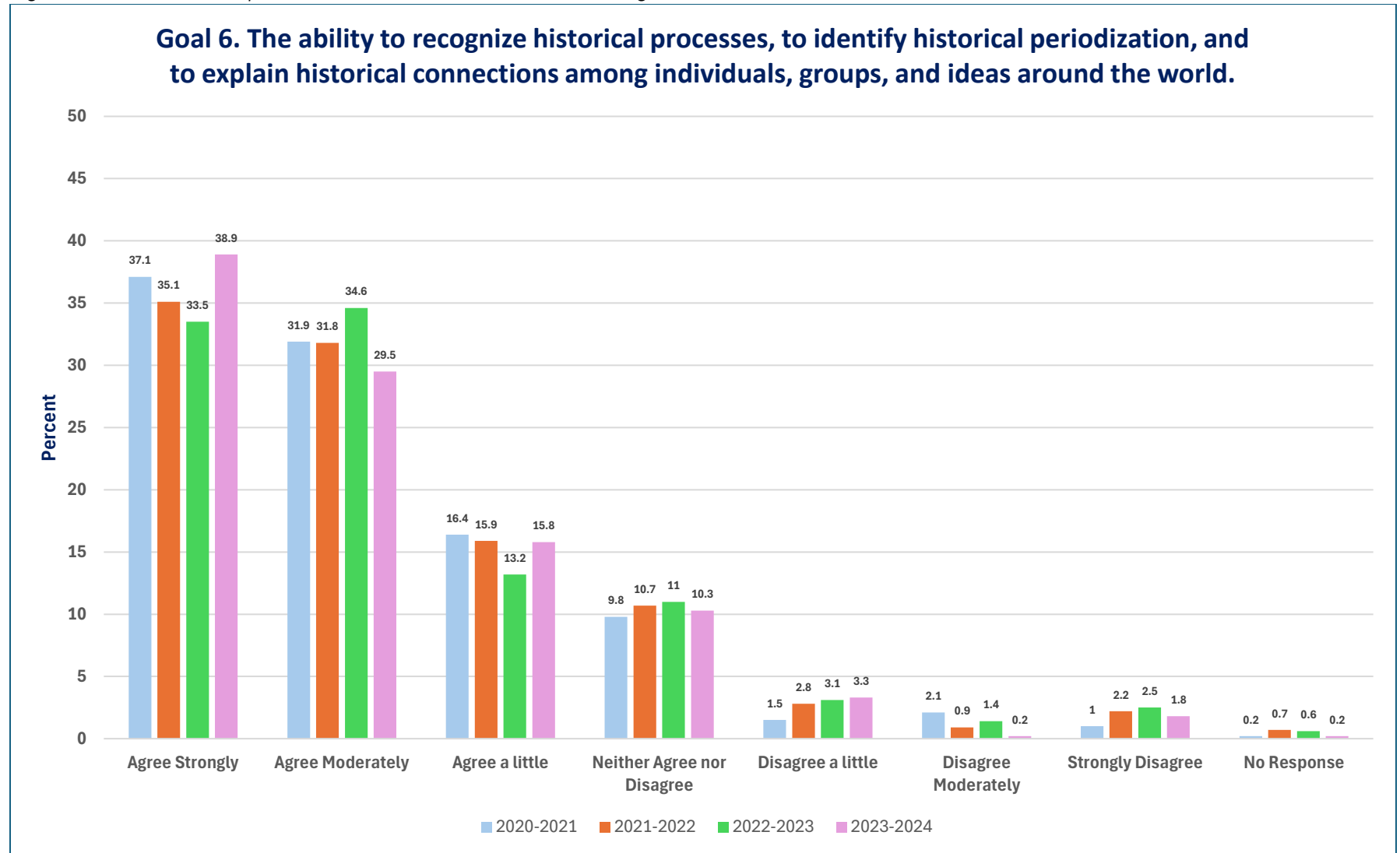


Figure 9: Educational Experiences Part I: General Education Program – Goal 7

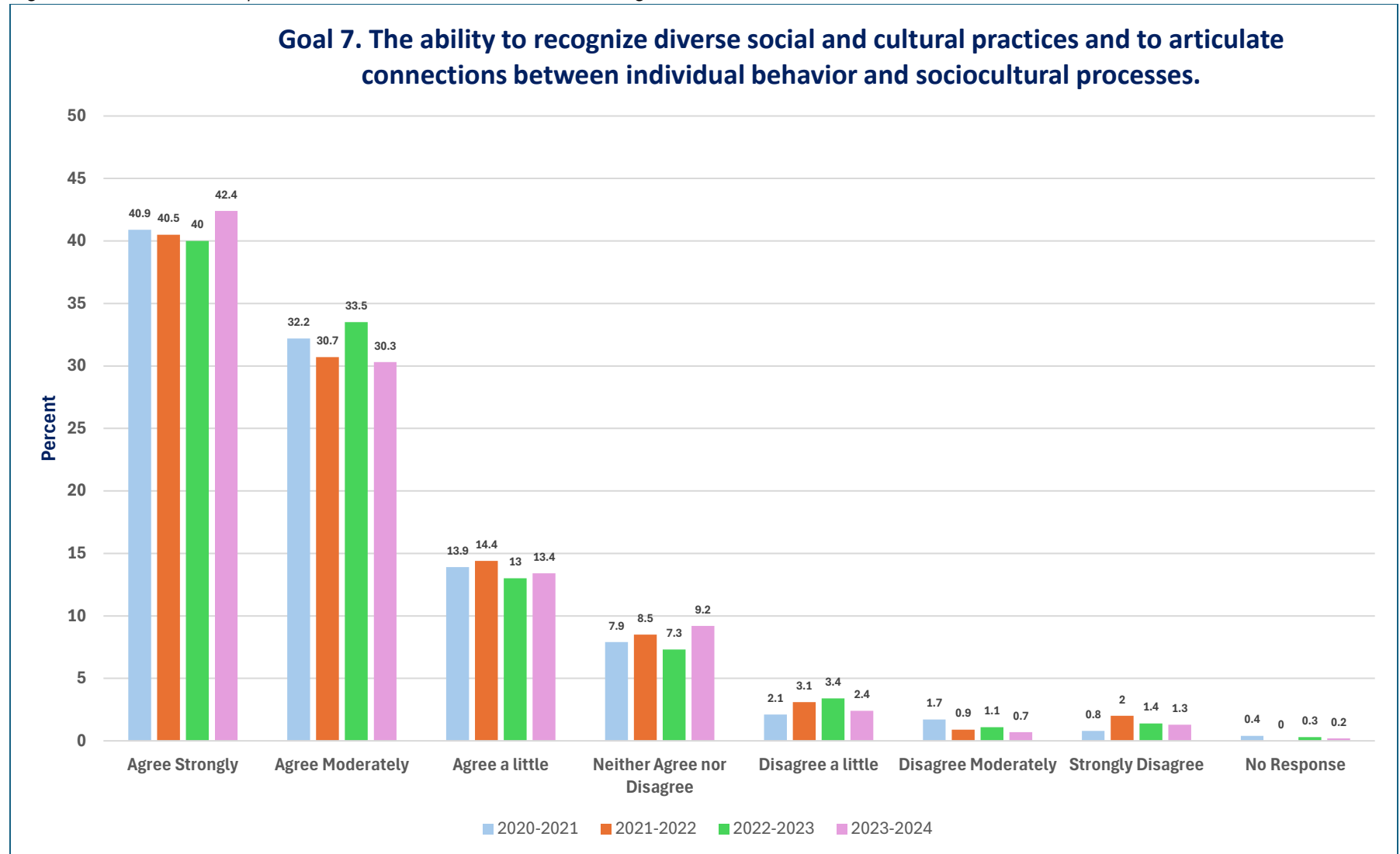


Figure 10: Educational Experiences Part I: General Education Program – Goal 8

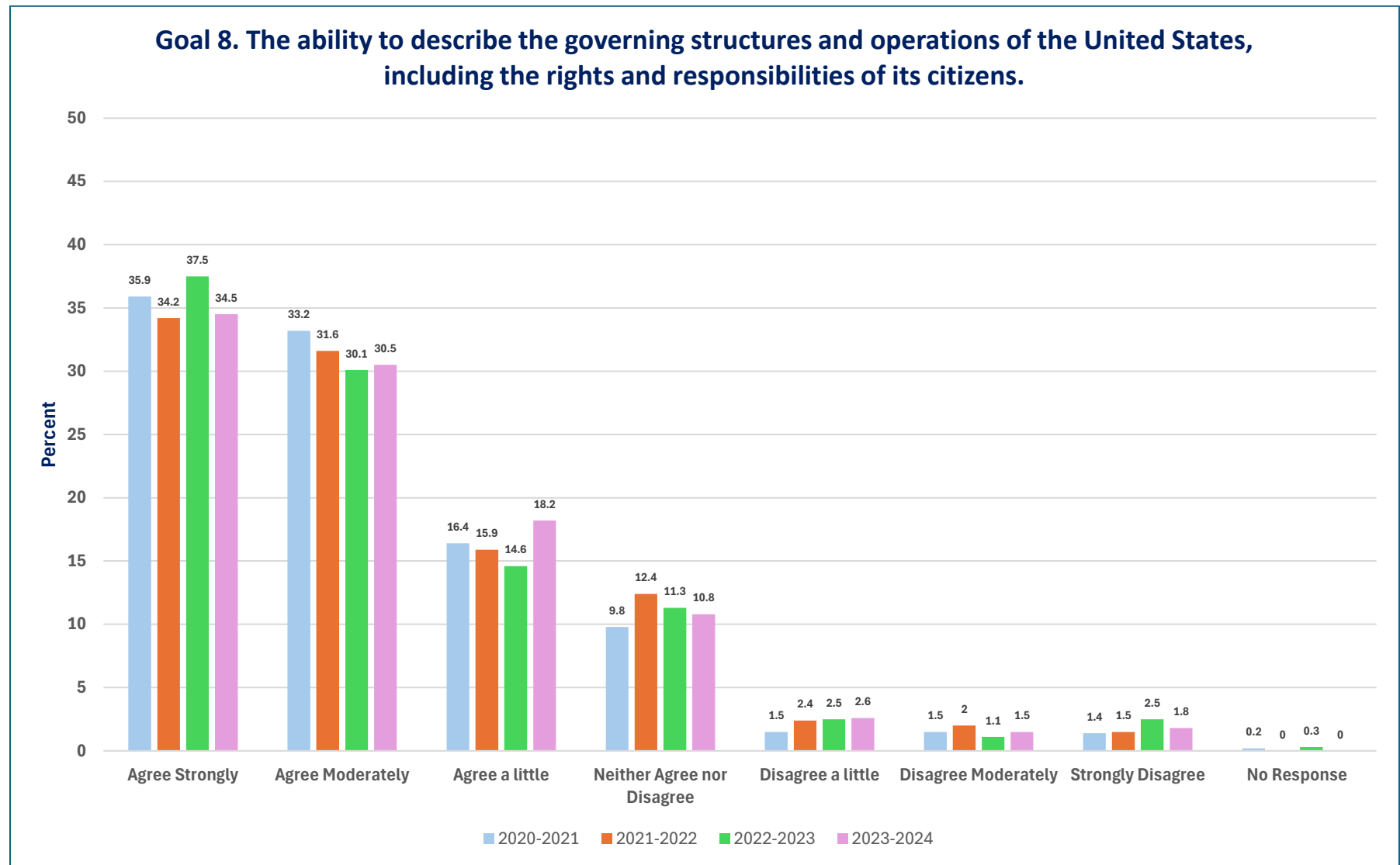


Figure 11: Educational Experiences Part I: General Education Program – Goal 9

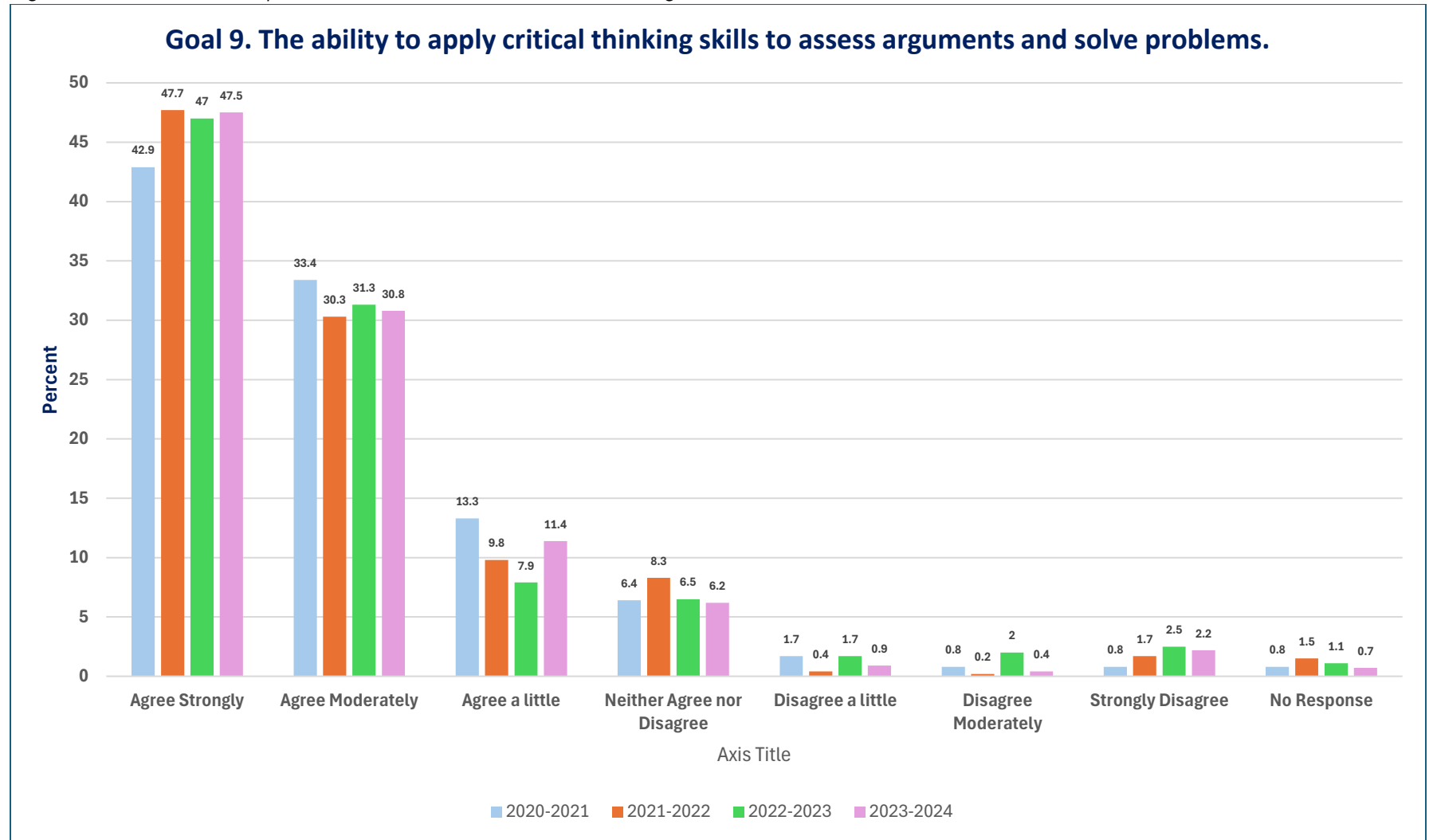


Figure 12: Evaluate specific aspects of your educational experience at FMU

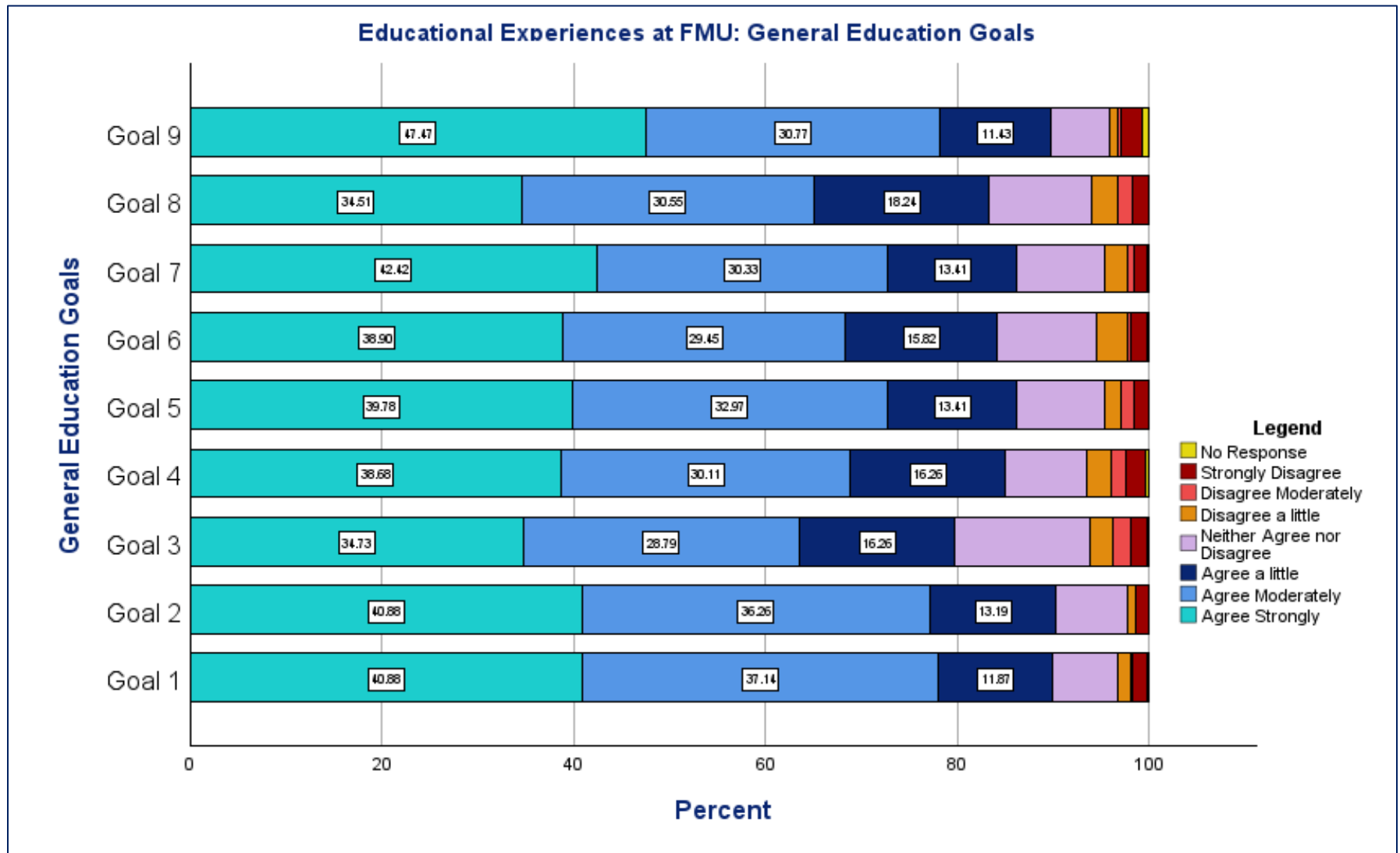


Table 23: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction

For All Students	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	N/A	No Response
a.) MAJOR program of study	55.6%	32.3%	8.3%	1.4%	0.9%	0.3%	1.2%	0.0%
b.) INSTRUCTION in major program of study	51.1%	32.0%	13.5%	0.9%	0.9%	0.5%	1.2%	0.0%
c.) OVERALL ACADEMIC EXPERIENCE	45.4%	37.3%	12.1%	2.2%	0.9%	1.0%	1.0%	0.0%
d.) OVERALL EXPERIENCE	43.2%	36.8%	14.5%	2.6%	0.9%	1.0%	1.0%	0.0%
e.) GENERAL EDUCATION program of study (non-major requirements)	25.4%	28.8%	19.9%	3.6%	1.2%	1.7%	18.7%	0.7%
f.) INSTRUCTION in general education	29.7%	30.4%	16.9%	2.4%	0.7%	0.5%	18.5%	0.9%

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

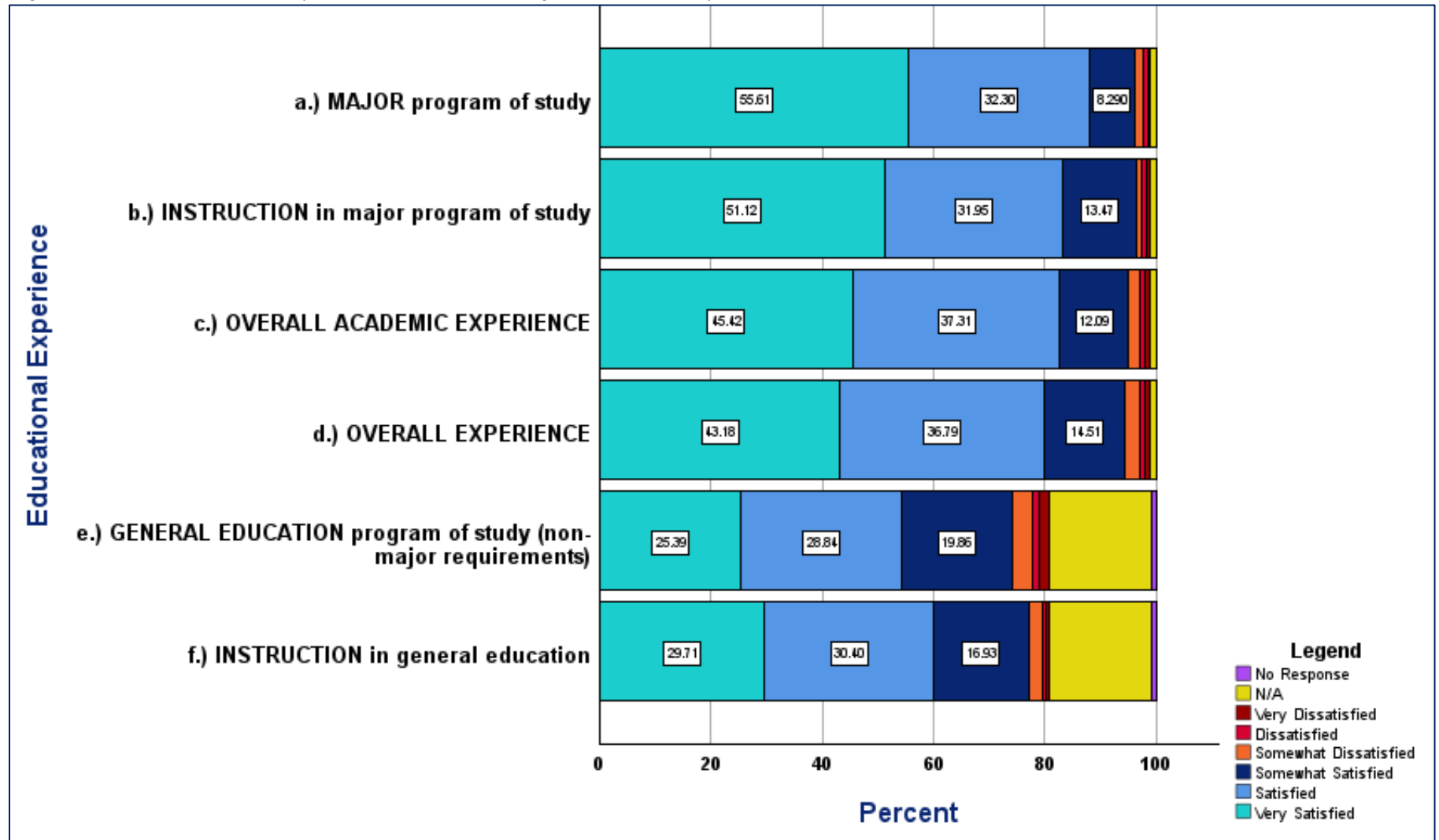


Table 24: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty for all students

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	19.30%	22.00%	29.70%	11.00%	18.00%	0.00%
	2023-24	579	23.3%	22.5%	26.4%	11.2%	16.6%	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	16.20%	20.40%	22.20%	13.70%	27.40%	0.00%
	2023-24	579	19.3%	19.0%	20.9%	13.3%	27.5%	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	16.20%	18.00%	18.40%	13.30%	34.20%	0.00%
	2023-24	579	18.0%	15.9%	19.5%	15.4%	31.3%	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	16.40%	19.80%	24.90%	14.20%	24.70%	0.00%
	2023-24	579	18.0%	17.6%	25.7%	15.0%	23.7%	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	18.70%	15.30%	18.70%	15.10%	32.40%	0.00%
	2023-24	579	18.1%	13.6%	20.4%	15.0%	32.8%	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	11.00%	10.80%	18.00%	18.40%	41.80%	0.00%
	2023-24	579	13.3%	11.4%	17.6%	19.2%	38.5%	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	11.90%	8.50%	16.20%	10.60%	52.80%	0.00%
	2023-24	579	14.2%	9.3%	15.7%	11.9%	48.9%	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	12.40%	9.20%	14.20%	14.60%	49.70%	0.00%
	2023-24	579	15.4%	8.6%	18.3%	14.9%	42.8%	0.00%

Figure 14: Activities Engaged at FMU for all Students

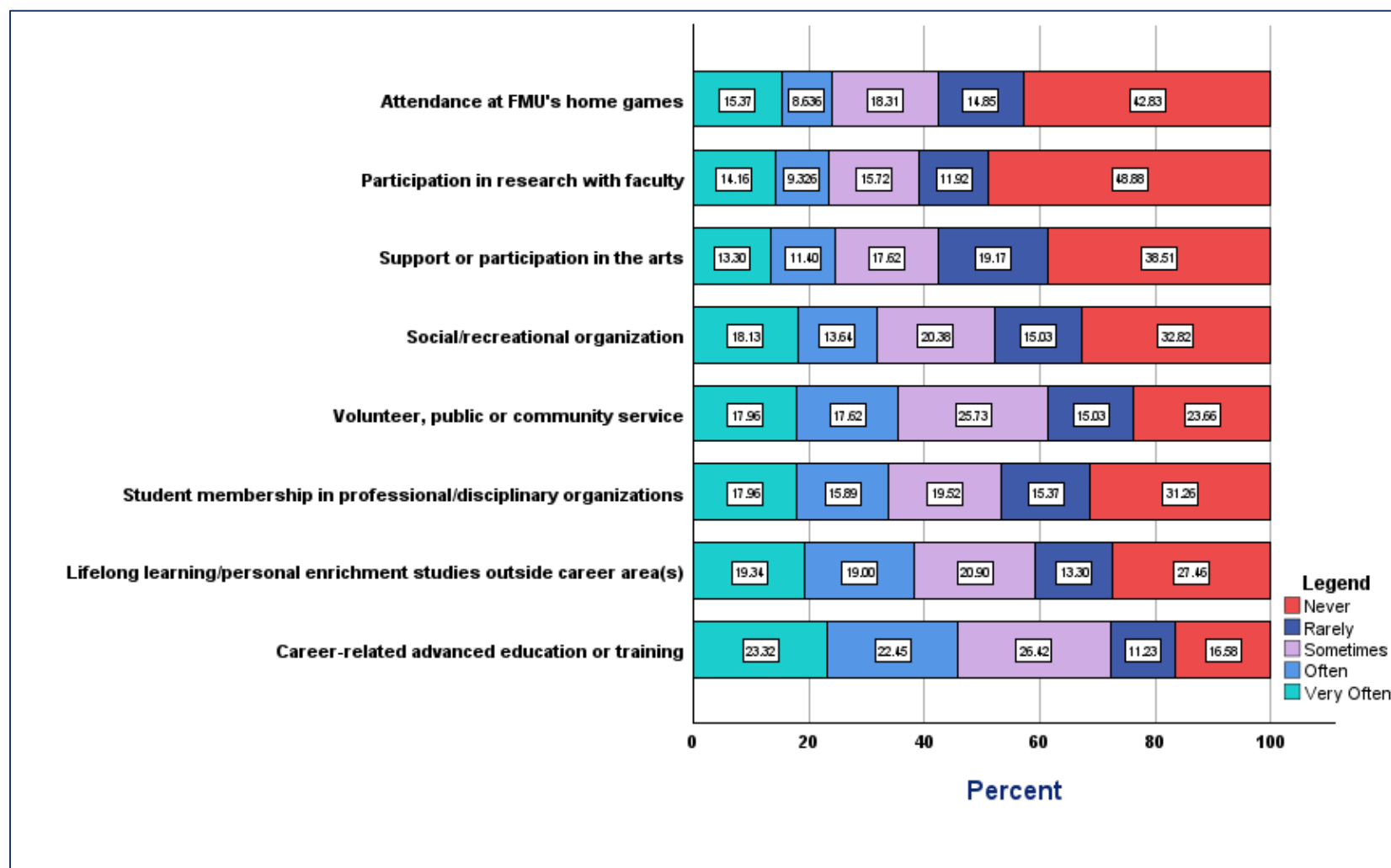


Table 25: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty by type of degree

		Type of degree you are receiving			
		Bachelors	Masters	Doctorate	Total
How often did you engage in the following activities? Career-related advanced education or training	Very Often	98	36	1	135
	Often	105	25	0	130
	Sometimes	137	16	0	153
	Rarely	55	10	0	65
	Never	60	36	0	96
How often did you engage in the following activities? Lifelong learning/personal enrichment studies outside career area(s)	Very Often	88	24	0	112
	Often	94	16	0	110
	Sometimes	106	15	0	121
	Rarely	63	14	0	77
	Never	104	54	1	159
How often did you engage in the following activities? Student membership in professional/disciplinary organizations	Very Often	81	22	1	104
	Often	78	14	0	92
	Sometimes	98	15	0	113
	Rarely	76	13	0	89
	Never	122	59	0	181
How often did you engage in the following activities? Volunteer, public or community service	Very Often	82	21	1	104
	Often	87	15	0	102
	Sometimes	117	32	0	149

	Rarely	75	12	0	87
	Never	94	43	0	137
How often did you engage in the following activities? Social/recreational organization	Very Often	89	15	1	105
	Often	69	10	0	79
	Sometimes	103	15	0	118
	Rarely	73	14	0	87
	Never	121	69	0	190
How often did you engage in the following activities? Support or participation in the arts	Very Often	66	10	1	77
	Often	56	10	0	66
	Sometimes	86	16	0	102
	Rarely	97	14	0	111
	Never	150	73	0	223
How often did you engage in the following activities? Participation in research with faculty	Very Often	59	23	0	82
	Often	39	15	0	54
	Sometimes	74	17	0	91
	Rarely	63	6	0	69
	Never	220	62	1	283
How often did you engage in the following activities? Attendance at FMU's home games	Very Often	80	9	0	89
	Often	47	3	0	50
	Sometimes	100	6	0	106
	Rarely	77	9	0	86
	Never	151	96	1	248

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

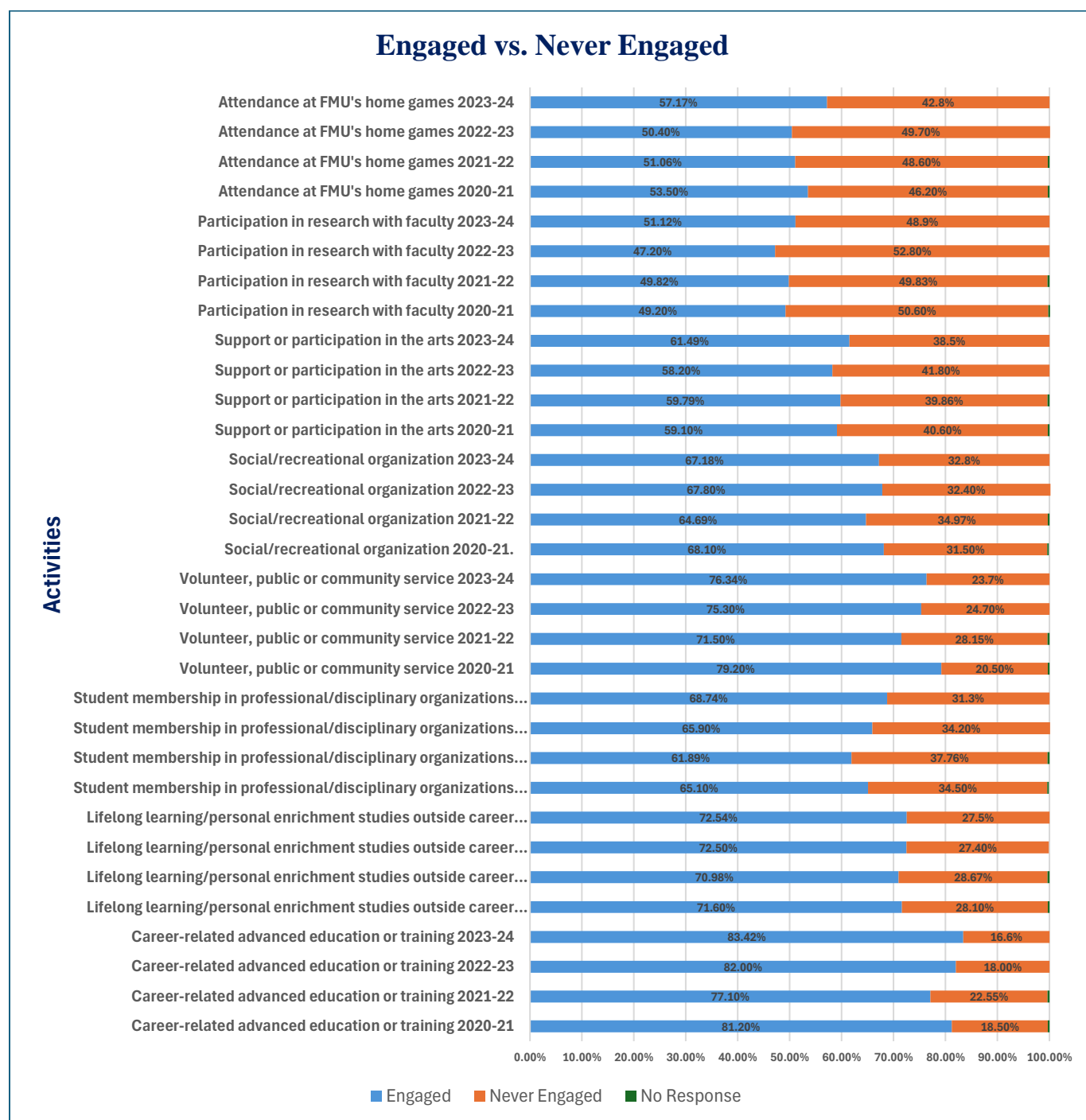
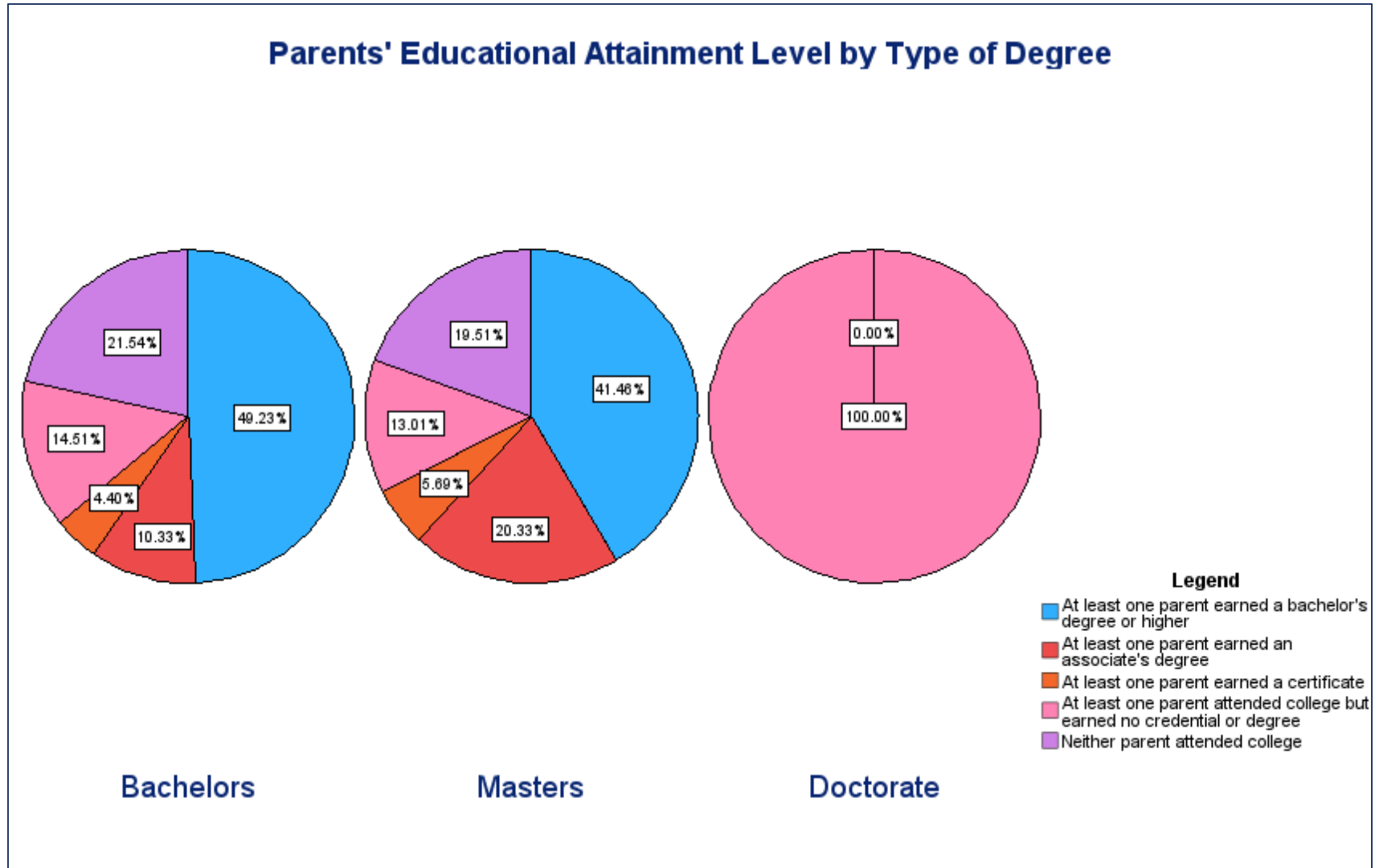


Table 26: Parents Educational Attainment Level by Type of Degree

		Type of degree you are receiving			
		Bachelors	Masters	Doctorate	Total
Parents Educational Attainment Level	At least one parent earned a bachelor's degree or higher	224	51	0	275
	At least one parent earned an associate's degree	47	25	0	72
	At least one parent earned a certificate	20	7	0	27
	At least one parent attended college but earned no credential or degree	66	16	1	83
	Neither parent attended college	98	24	0	122
	Total	455	123	1	579

Figure 16: Parents Educational Attainment Level by Type of Degree



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

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:	<input type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus <input type="checkbox"/> Did Not Work
16. How many hours per week did you work?	<input type="checkbox"/> 1-10 Hours <input type="checkbox"/> 11-20 Hours <input type="checkbox"/> 21-35 Hours <input type="checkbox"/> Over 35 Hours
17. While enrolled at FMU have you borrowed money to finance your tuition or educational expenses? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, Indicate the category which includes the amount of money that you have borrowed. <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Less than \$5,000 <input type="checkbox"/> \$5,000 - \$9,999 <input type="checkbox"/> \$10,000 - \$14,999 <input type="checkbox"/> \$15,000 - \$19,999 <input type="checkbox"/> \$20,000 - \$24,999 </div> <div style="width: 33%;"> <input type="checkbox"/> \$25,000 - \$29,999 <input type="checkbox"/> \$30,000 - \$34,999 <input type="checkbox"/> \$35,000 - \$39,999 <input type="checkbox"/> \$40,000 - \$44,999 <input type="checkbox"/> \$45,000 - \$49,999 </div> <div style="width: 33%;"> <input type="checkbox"/> \$50,000 - \$54,999 <input type="checkbox"/> \$55,000 - \$59,999 <input type="checkbox"/> \$60,000 - \$64,999 <input type="checkbox"/> \$65,000 or More </div> </div>

Section III. FMU Support Services

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

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

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

Section IV. Future Formal Education

Check any of following applicable to you:

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

Section V: FMU Educational Experiences

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

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

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

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

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

Section VI: Employment and Experience

Employment

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

_____ Yes _____ No

If Yes:

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

If No:

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

being employed full-time within the next 6 months?	
--	--

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).

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

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

Name	How?

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

--

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

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

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

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

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

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!!!