Spring 2022

Francis Marion University

General Education Report

2020-21 Academic Year

Dr. Minerva R. Brauss
DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

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Acknowledgement

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

Faculty and Staff in all 35 Programs and Departments (2020 -21 Academic Year)

Preparers (Program/Department Institutional Effectiveness Representatives)

IE Committee Members (Rachel N. Spear, Ethan J. Andersen, Jason Doll, Renee Dowdy, Larry P. Engelhardt, Kevin LoPresto, Kim McCuiston, Kellie Middleton, Tiffany Pressley, and Hubert H. Setzler III)

Vice President for Administration and Planning (Charlene Wages)

Executive Summary

This General Education Report 2020-21 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 2020-21 catalog. The report focuses on Student Learning Outcomes addressing the nine competencies by program/department, course, preparer, and whether the target of these outcomes are met. The report emphasizes five major reporting areas: College-Level General Education Competencies and Evaluation Process; General Education Reports; Student Learning Outcomes and General Education Goals by Program/Department; and Francis Marion University Exit Survey results for academic years 2019-2020 and 2020-21; and Recommendations.

Table (i) shows the number of program/departments reported in the General Education Reports for 2016-2017 to 2020-21 academic years. For academic year 2020-2021, thirty-five programs/departments submitted either the IE Program/Department Reports and/or the General Education Reports. Out of these academic reports, a total of 40 Student Learning Outcomes (SLOs) addressed the nine General Education Goals, that is, two less SLOs compared to the previous academic year. Most of these SLOs were selected from the 100, 200, or 400-level courses. The findings are summarized in *Table (ii)*, which provides the General Education Goals along with program/department, courses, student learning outcomes, and assessment results.

Table (i): Program/Departments Reported in the 2016-2017 to 2020-2021 Academic Years

2016-17 Academic Year	2017-18 Academic Year	2018-19 Academic Year	2019-20 Academic Year	2020-21 Academic Year
English Composition	English Composition*	English Composition*	English Composition*	English Composition*
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*
Physics, Industrial Engineering/ Physics & Astronomy	Physics, Industrial Engineering/ Physics & Astronomy*	Physics & Industrial Engineering*	Physics & Industrial Engineering*	Physics, Industrial Engineering & Mechanical Engineering*
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 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
	Sociology*	Sociology*	Sociology*	Sociology*
	Theatre Arts	Theatre Arts	Theatre Arts	Theatre Arts
		Professional Writing Program*	Professional Writing Program*	Professional Writing Program*
				BA/Liberal Arts*
	Languages			
Chemistry Program		Chemistry*		

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

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

General Education Goal	Reported			
	Program/Department	**Course**	**SLOs**	**Assessment Results**
Goal 1	**English Composition**	**ENG 102 (2020-2021)***	GE-SLO 1a	Benchmark Met
			GE-SLO 1b	Benchmark Met
			GE-SLO 1c	Benchmark 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
	Visual Arts Program [1]	ARTH 221	SLO 2.0	No results reported due to Covid-19 pandemic
	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	Benchmark Met Target Met
Goal 2	Visual Arts Program	ARTH 221	SLO 3.0	No results reported due to Covid-19 pandemic
	Speech Program	**SPEECH 101***	SLO 3.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
	BA/Liberal Arts	**ENG 496**	SLO D	Benchmark Met Target Met
Goal 3	Visual Arts Program	Sophomore Students	SLO 6.0	Baseline Met
	Theatre Arts	Theatre 210 & Exit Exam	SLO 1	No results reported due to Covid-19 pandemic
			SLO 2	Benchmark Met
			SLO 3	No results reported due to Covid-19 pandemic
			SLO 4	No results reported due to Covid-19 pandemic
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 Met Outcome 2.3 – Benchmark Not Met

				Outcome 2.4 – Benchmark Met
			SLO 3.0	Overall Benchmark Not Met Outcome 3.1 – Benchmark Met Outcome 3.3 – Benchmark Not Met Outcome 3.4 – Benchmark Met
			SLO 4.0	Overall Benchmark Not Met Outcome 4.1 – Benchmark Not Met Outcome 4.2 – Benchmark Met Outcome 4.3 – Benchmark Met Outcome 4.4 – Benchmark Met
	Physics, Industrial Engineering, & Mechanical Engineering	**Physical Science 101 - PSCI (Lab) ***	SLO #4	3/5 Measurable Outcomes – Benchmark Met
Goal 5	**Physics, Industrial Engineering, & Mechanical Engineering**	**Physical Science 101 - PSCI (Lab) ***	SLO #5	5/7 Measurable Outcomes – Benchmark Met
	Department of Biology	**BIO 104***	SLO 1	Benchmark Not Met
			SLO 2	Benchmark Not Met
Goal 6	**Sociology**	**SOCI 201***	SLO 7e	Benchmark Met
			SLO 7f	Benchmark Met
	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
Goal 8	Department of Political Science and Geography	POL 101	SLO 1.0	Target Not Met
		POL 103	SLO 2.0	Target Not Met
Goal 9	**Physics, Industrial Engineering, & Mechanical Engineering**	**Physical Science 101 - PSCI (Lab) ***	SLO #9	1 Measurable Outcome – Benchmark Met
	Visual Arts Program	ARTH 221	SLO 3	No results reported due to Covid-19 pandemic
	Sociology	**SOCI 201***	SLO 9b	Benchmark Met
	Speech Program	**SPEECH 101***	SLO 1	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
			SLO 3	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
	Professional Writing Program	**ENG 495***	SLO 1	Benchmark Met Target Met
			SLO 2	
			SLO 3	
			SLO 4	
			SLO 5	

* 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. Approximately 90% (658 students) of the Fall 2019, Spring 2020 and Summer 2020 graduates completed the survey. Providing the exit surveys electronically have proven fruitful especially during the COVID-19 pandemic. It has also curtailed on 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 I). 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 2020-2021 academic year are tallied and illustrated in *Table 20 and Figures 3 to 12*. Following, *Figure 13* shows students' satisfaction level based on their General Education program of study (non-major requirements). Finally, *Table* 22 &

23 and Figures 14 & 15 in the report illustrates responses on students' engagement level across activities on and off campus.

In conclusion The General Education Report (2020-2021) 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 2020-2021 academic year; and Recommendations. As a result, seven recommendations made by the Director of Institutional Effectiveness and the Institutional Effectiveness Committee similar to the 2020-2021 General Education Report:

1.) Each academic unit reports the number of students who were assessed. Describe and justify sampling techniques.

2.) Identify

    a. Criterion for a course to be considered a General Education Course.

    b. Academic Levels to be considered for a General Education Course.

3.) Use one or more measures of student perception of success.

4.) Explore a computer based program to submit Program/Department Institutional Effectiveness and General Education Institutional Effectiveness Reports.

5.) Establish a rubric and criterion for assessing Department/Program General Education reports.

6.) Submit General Education Report to Academic Affairs by December 15.

7.) Provide a General Education Workshop for Spring or Fall 2021.

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 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 & 2020-2021 Catalogs

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

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

Table 2: General Education Requirements

GENERAL EDUCATION REQUIREMENTS

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

[a]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. Six

units submitted a separate General Education reports, and six reports embedded SLOs within their

report. Four 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		Yes
Visual Arts		Yes
History	Yes	
Political Science and Geography		Yes
Physics and Engineering	Yes	
Biology	Yes	
Art Education/Fine Arts		
English Composition	Yes	
Mathematics	Yes	
Sociology	Yes	
Professional Writing		Yes
Music		
Speech		Yes
Languages		
BA/Liberal Arts		Yes
Psychology		
Chemistry		

General Education Assessment

For the 2020-2021 academic year, all thirty-five programs/departments submitted program/department Institutional Effectiveness (IE) reports to the Office of Institutional Effectiveness. Nine 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, and BA/Liberal Arts Program. Data for assessing General Education Goals was extracted for three other Program/Department reports.

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 19*. 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
# of Program/Departments	34	34	34	35
# of Program/Departments Submitting General Education IE Reports & Program/Department IE Reports	6	9	8	9
# of Submitted Program/Department Reports	28	25	26	26
Total Number of Student Learning Outcomes (SLOs) Addressing General Education Goals	44	47	42	40

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

Department/Program	Course Number	General Education Goals	Student Learning Outcomes
English Composition	**ENG 102 ***	Goal 1	3
Speech Program	**Speech 101 ***	Goal 1 & 9	1
		Goal 7	1
		Goal 2 & 9	1
		Goal 1	1
Department of Biology	**BIOL 104***	Goal 5	2
Physics & Industrial Engineering	**PSCI 101 (Lab)***	Goal 4 & Goal 5 & Goal 9	3
Theatre Arts	THEA 210 & seniors	Goal 3	4
Mathematics Program	**Math 111***	Goal 4	4
Department of Political Science & Geography	POL 101 & POL 103	Goal 8	2
Visual Arts Program	ARTH 221	Goal 1	1
		Goal 2 & Goal 9	1
	Sophomore Students	Goal 3	1
Department of History	**Lower-division (100 level courses)***	Goal 1	2
		Goal 6	3
		Goal 7	1
Sociology	**SOCI 201***	Goal 6	2
		Goal 9	1
Professional Writing Program [1]	**ENG 495**	Goal 1 & Goal 9	3
		Goal 9	2
BA/Liberal Arts	**ENG 496***	Goal 1 & Goal 2	1
Total Student Learning Outcomes			**40**

* Programs/Departments Submitted General Education Reports
1 Changes are due to updating Program/Department SLOs.

Table 7 on the next page lists the General Education course requirements 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 6: Course(s) used to assess General Education Goals by Department and Preparer

General Education Goal	Reported		
	Program/Department	**Course**	**Preparer**
Goal 1	**English Composition**	**ENG 102 (2020-2021)***	**Rachel Spear**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	Visual Arts Program	ARTH 221	Jessica Willis
	Department of History	**HIST (100-level courses)**	**Scott Kaufman**
	Professional Writing Program	**ENG 495***	**Christine Masters**
	BA/Liberal Arts	**ENG 496**	**Shawn Smolen-Morton**
Goal 2	Visual Arts Program	ARTH 221	Gregory G. Fry
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	BA/Liberal Arts	**ENG 496**	**Shawn Smolen-Morton**
Goal 3	Theatre Arts	Theatre 210 & Seniors	Keith Best
	Visual Arts Program	Sophomore Students	Jessica Willis
Goal 4	**Physics & Industrial Engineering**	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
	Mathematics Program	**Math 111 ***	**Thomas Fitzkee, Kevin LoPresto, Nicole Panza, George Schnibben, and Sophia Waymyers**
Goal 5	**Department of Biology**	**BIO 104 ***	**Ann Stoeckmann**
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
Goal 6	**Sociology**	**SOCI 201***	**Jessica Burke**
	Department of History	**HIST (100-level courses)**	**Scott Kaufman**
Goal 7	**Department of History**	**HIST (100-level courses)**	**Scott Kaufman**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
Goal 8	Department of Political Science and Geography	POL 101	Richard Almeida
	Department of Political Science and Geography	POL 103	Richard Almeida
Goal 9	**Physics & Industrial Engineering**	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
	Visual Arts Program	ARTH 221	Jessica Willis
	Sociology	**SOCI 201***	**Jessica Burke**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	Professional Writing Program	**ENG 495***	**Christine Masters**

* Submitted General Education Program/Department report

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

Areas of Student Knowledge		Courses	Course(s) with SLOs Mapping to GEG	B.S., B.B.A, B.G.S, B.S.N	B.A., B.B.A., B.G.S
Communications				**9 Hours**	**21 Hours**
	1	English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	**ENG 102 (2020-2021) 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	POL 101 & POL 103	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** POL 101 & POL 103	3	0
Humanities				**12**	**12**
	1	Literature (any language)		3	3
	2	History	**HIST (100-level courses)**	3	3
	3	Art 101, Music 101, or Theatre 101	Theatre 210 & Exit Exam	3	3
	4	Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269	ARTH 221 & Sophomore Students **HIST (100-level courses)**	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	POL 101 & POL 103 **SOCI 201** **HIST (100-level courses)**	0	3
Mathematics				**6**	**6**
	1	Mathematics (a minimum of 6 hours: Mathematics 111 and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	**Math 111**	6	6
		B.A. degree allows PRS 203 to be substituted for one of the mathematics courses			
Natural Sciences (Laboratories are required with all courses)	1	Biology	**BIOL 104**	12 / 4	8 / 4
	2	Chemistry, Physics, or Physical Science	**Physical Science 101 – PSCI (Lab)**	4	4
	3	Astronomy, Biology, Chemistry, Physics, Physical Science, Psychology 206/216, or Honors 280-289	**BIOL 104 Physical Science 101 - PSCI (Lab)**	4	0
Total Semester Hours for the General Education Program				**48**	**59**

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

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

- English 102, Speech 101, ARTH 221, HIST (100-Level Courses), ENG 495, and ENG 496.
- 12 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for eleven out of twelve Student Learning Outcomes
    - 6 SLOs had Direct and Indirect Assessment and their Benchmarks or Targets were Met
    - 1 SLO had no results reported due to the COVID-19 pandemic.

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

- Courses in ARTH 221, and SPEECH 101
- 3 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for two out of the three Student Leaning Outcomes
    - 2 SLO's had Direct and Indirect Assessment and their Benchmarks or Targets were Met.
    - 1 SLO had no results reported due to the COVID-19 pandemic

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

- Theatre 210 & Exit Exam, and Sophomore Students
- 5 Student Learning Outcomes

- Assessment Results –
    - Benchmark Met for one out of five Student Learning Outcomes
    - 3 SLO's had no results reported due to the COVID-19 pandemic

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

- PSCI (Lab) and Math 111
- 5 Student Learning Outcomes with multiple measures amongst the two subjects
- Assessment Results –
    - Benchmark Met for thirteen out of seventeen Sub-Student Learning Outcomes (measures). Overall Benchmarks for Math 111 were Not Met. Multiple measures assessed using both Direct and Indirect Assessment.

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

- PSCI (Lab) and BIOL 104
- 3 Student Learning Outcomes
- Assessment Results –
    - Benchmark Met for two out of the three Student Learning Outcomes. The third SLO had Benchmark Met for five out of the seven measureable outcome.

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

- SOCI 201 and HIST (100-Level Courses)
- 5 Student Learning Outcomes
- Assessment Results –
    - Benchmarks Met for five out of five Student Learning Outcomes.
    - Results for BIOL 104 were not reported due to campus still adhering to COVID-19 protocol and restrictions

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

- SPEECH 101 and HIST (100-Level Courses)
- 2 Student Learning Outcomes

- Assessment Results –
  - Benchmark or Target Met for two out of the two Student Learning Outcomes.
  - 1 SLO had 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 –
  - Targets Not Met.

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

- PSCI (Lab), ARTH 221, SOCI 201, SPEECH 101, and ENG 495
- 10 Student Learning Outcomes
- Assessment Results –
  - Benchmark or Target Met for nine out of ten Student Learning Outcomes
  - 3 SLOs had Direct and Indirect Assessment for which Benchmarks or Targets were Met
  - 1 SLO's had no results reported due to the COVID-19 pandemic

Student Learning Outcomes and General Education Goals by Program/Department

The programs/departments listed below addressed the General Education Program using a total of 40 Student Learning Outcomes (SLOs).

- English Composition
- Speech Program
- Department of Biology
- Physics, Industrial Engineering and Mechanical Engineering
- Theatre Arts
- Mathematics Program
- Department of History
- Department of Political Science & Geography
- Visual Arts Program
- Sociology
- Professional Writing Program
- BA Liberal Arts

The sections on the following pages are by program/department and provide 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 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).

Preparer: Dr. Rachel Spear submitted both the Program/Department IE report and the General Education Program/Department report.

Introduction

FMU's Composition Program holds four primary goals:

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

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

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

Program Assessment and Extension to General Education Goals

Our Composition Program goals unfold in conjunction with individual course student learning outcomes. In the academic year 2020-2021, the program pulled from indirect and direct assessments. Specifically, 283 composition students, or about 42% of fall composition students taking any composition course, participated in a writing attitude survey. In addition, we performed a direct assessment of our ENGL 102. Our end-of-the-semester direct assessment of ENGL 102 consisted of 108 randomly selected portfolios from 36 sections of ENG 102. For a complete explanation of the assessment methods, refer to the English Composition Program's Institutional Effectiveness Report: Academic Year 2020-2021. That report also contains the program's mission as well as the results of direct and indirect assessment.

In order to assess the above General Education goals, our First-Year Advisory Committee created and assessed those same 108 randomly selected papers based on the below measures:
- Goal-GE-SLO 1a: The portfolio demonstrates the student's ability to compose effectively with rhetorical awareness.

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

Again, papers were scored on a 4-point scale where 4 excelled at meeting the SLO, 3 satisfied the SLO, 2 partially met the SLO, and 1 failed to meet the SLO. Since this is a new General Education goal, and thus, our first time assessing it, baselines are not yet available. With this year's direct assessment being on English 102, our assessment of this general education goal looks at portfolios at the sequence conclusion (whereas the years that assess English 101 offers mid-way insight). The benchmark for the general education goal is set at 75%. The assessment method and process mirrored our programmatic assessment; in addition, it was also grouped into our examination of whether or not a third reader was needed.

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 102	English Composition	**Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.**	Goal-GE-SLO 1a: The portfolio demonstrates the student's ability to compose effectively with rhetorical awareness.	Again, papers were scored on a 4-point scale where 4 excelled at meeting the SLO, 3 satisfied the SLO, 2 partially met the SLO, and 1 failed to meet the SLO. Since this is a new General Education goal, and thus, our first time assessing it, baselines are not yet available. With this year's direct assessment being on English 102, our assessment of this general education goal looks at portfolios at the sequence conclusion (whereas the years that assess English 101 offers mid-way insight). The benchmark for the general education goal is set at 75%. The assessment method and process mirrored our programmatic assessment; in addition, it was also grouped into our examination of whether or not a third reader was needed.	A) RESULTS: 85% of the portfolios successfully met this measure. Specifically, 92 out of the 108 portfolios had an average score of 2.5 or greater on the 4-point scale.
			Goal-GE-SLO 1b: The portfolio demonstrates the student's ability to integrate relevant research when appropriate.		A) RESULTS: 82% of the portfolios successfully met this measure. Specifically, 88 out of the 108 portfolios had an average score of 2.5 or greater on the 4-point scale.
			Goal-GE-SLO 1c: The portfolio demonstrates the student's ability to produce developed, insightful arguments.		A) RESULTS: 81% of the portfolios successfully met this measure. Specifically, 87 out of the 108 portfolios had an average score of 2.5 or greater on the 4-point scale.

Action Items:

A) BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This is the first time we have assessed this goal; thus, baselines are in process.

A) BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This is the first time we have assessed this goal; thus, baselines are in process.

A) BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This is the first time we have assessed this goal; thus, baselines are in process.

Speech Program

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Speech 101	**Speech Pro-gram**	**Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.** **Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.**	SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.	*Direct Assessment* All five SLOs were assessed using the *Competent Speaker* form designed by the National Communication Association. With this instrument, we measured student ability two times during the course. The first assessment was given at the beginning of the course when students delivered their informative speeches, and the second was given at the end of the course when students presented their persuasive speeches. Through this process, we were able to measure the impact of the course on student ability. Before each semester began, all Speech 101 instructors were given a randomly generated set of five numbers, each under twenty. By applying these five numbers to their rosters, instructors identified the random list of five students to assess in each of their sections.	*Direct Assessment* In the 2020-2021 academic year, 62 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 8 individual competencies. In fact, there was over 10% improvement in each of the 8 competencies. This marks a significant improvement over last year during
		Goal 7: The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	SLO 2.0: Students will learn to analyze the needs and interests of a given audience.	For the first major speech, all Speech 101 instructors used the *Competent Speaker* evaluation form to assess these five students in each of their sections. Designed by the National Communication Association, the *Competent Speaker* form includes eight competencies. Students received either a 1 (unsatisfactory), a 2 (satisfactory), or a 3 (excellent) in each of the eight competencies. The total score received was between eight and twenty-four.	

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

Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems. | SLO 3.0: Students will learn to research and offer support for the content of the message | These same five students in each section were then evaluated using the same form and guidelines for their last major speeches near the end of the semester. Their performances on each evaluation were then compared.

BASELINE: The baseline for each of the eight competencies as well as for the total of the eight competencies was established from last year's results as shown below.

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%. | which 4 of the 8 competencies did not reach the 5% benchmark.

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 5 SLOs were met this academic year. |
| | | Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments. | SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion. | TARGET: In the next three to five years assessed students will increase their score by an average of 10% on each of the eight competencies from their first major speech to their last major speech.

Indirect Assessment
At the end of each semester, all Speech 101 students are asked to complete an online self-report survey that measures the extent to which they perceive they have improved. It is a five-question survey using a Likert-style scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

BASELINE: The results from the 2019-2020 indirect assessment and newly established baseline are as follows:

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

     choose and narrow a topic for a given audience and a given amount of speaking time. **90%**

     gather quality research material to support thesis and main points. **90%**

     organize material into a clear message and easy-to-follow progression. **90%**

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

     offer a clear and smooth delivery of the message. **84%** | *Indirect Assessment*
In the 2020-2021 academic year 117 students completed the indirect measure. The benchmark of 80% of assessed students offering a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey was surpassed. |

BENCHMARK: 80% of responding students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey.

TARGET: In the next three to five years, 85% of students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey.

Table 9a: Direct Assessment Results

Type of Speech (2020-2021)		Competency								Average Total 8 Comp	%
		One	Two	Three	Four	Five	Six	Seven	Eight		
Informative Speech	Informative	2.18	2.03	1.91	2.14	2.23	1.67	2.14	1.78	2.01	66.99
	Average %	72.65	67.52	63.68	71.37	74.36	55.56	71.37	59.40		
	N	78	78	78	78	78	78	78	78		
Persuasive Speech	Persuasive	2.59	2.73	2.44	2.48	2.45	2.23	2.53	2.26	2.46	82.06
	Average %	86.34	90.86	81.18	82.51	81.72	74.19	84.41	75.27		
	N	61	62	62	61	62	62	62	62		

Indirect Assessment Results

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

1.) *choose and narrow a topic for a given audience and a given amount of speaking time.* **85%**

2.) *gather quality research material to support thesis and main points.* **85%**

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

4.) *use appropriate and effective language for a given audience and speaking situation.* **88%**

5.) *offer a clear and smooth delivery of the message.* **83%**

Action Items:
DIRECT:

The results of the direct measure indicate that our action items from last year have had a positive effect on student performance. Our attention to the 4 competencies that did not reach our benchmark last year appears to have had an impact as as the benchmark for all 8 competencies was achieved this year. We plan to continue emphasizing those areas to ensure the competencies continue to be met. A summary of those action items can be found in the appendix.

Additionally, we recognize the anomalous nature of this past year and despite rather impressive numbers, we will not be changing our benchmarks. With numbers down considerably and students attending classes in a variety of ways (in person, online, hybrid…etc), we look forward to more data with which to draw more definitive conclusions.

INDIRECT:

The results of the indirect assessment indicate that Speech 101 instruction has been successful in building student confidence in regard to all five SLOs. All measures greatly surpassed our benchmark of 80%, and the lowest result was measure five at 83%. Measure 5 ask students ' confidence in their ability to *offer a clear and smooth delivery of the message.* This likely results from the unwarranted weight students tend to give delivery over other aspects of the speech process. It is also the aspect that make them the most anxious. It follows that this measure would show the lowest result. As mentioned in the previous section, in order to address this in our classes, we can spend more time stressing the importance of the other aspects of the speech process while explaining that delivery is only one part. Further, we can help build their confidence by giving them more in-class opportunities to practice, showing them examples of great speeches that didn't have perfect deliveries (focusing on the unattainability of perfection), and providing more focused on feedback on individual aspects of delivery.

Summary of 2019-2020 Action items:

We plan to better serve the affected SLOs in the following ways:

SLO 1.0: We will spend more time explaining the importance of practice. Time problems are solely a lack of effective practice techniques. We will provide students with more practice strategies and emphasize the need to approximate the actual speech stetting as much as possible when practicing.

SLO 2.0: Audience analysis is critical. The current cultural climate in the US provides many onramps to discuss the importance of perspective taking. We can do activities in class than show how the same words can affect different audiences in vastly different ways. We can discuss various approaches for speaking to specific audiences.

SLO 3.0: Not affected.
SLO 4.0: Our approach here will be similar to what we will do for SLO 1.0. The effectiveness of one's language is entirely dependent on the audience. In addition, we can spend more time emphasizing the significance of word choice. We can demonstrate how fragile and malleable language can be and that great care must be given to this part of the speech process.

SLO 5.0: Much like time management addressed in SLO 1.0, delivery skills are improved with practice. Students know what delivery problems look like, but they are often hard to avoid because they are unconscious. More opportunities to practice would be very helpful. Specifically, giving students more chances to practice in class and receive feedback is essential. We currently record the major speeches they do in class. The ability to see themselves is invaluable. To utilize recording further, we can urge/require students to record their practice sessions at home.

Direct Assessment Tool
Competent Speaker form includes eight competencies as follows:

1) Chooses and narrows a topic appropriately for the audience and occasion.

2) Communicates thesis/purpose in a manner appropriate for the audience and occasion.

3) Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience and occasion.

4) Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.

5) Uses language appropriate for the audience and occasion.

6) Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate for the audience and occasion.

7) Uses pronunciation, grammar, and articulation appropriate for the audience and occasion.

8) Uses physical behaviors that support the verbal message.

Preparer: Dr. Ann Stoeckmann & Dr. Jeremy Rentsch submitted the Program/Department IE report and the General Education Program/Department report was submitted by Dr. Ann Stoeckmann.

Executive Summary of Report

The Biology Department assessed student achievement this year in one general education course offered by the department (Biology 104) with cumulative exams. We were unable to administer the cumulative exam to the other general education course offered by the department(Biology 103) in the fall semester because the campus was still adhering to COVID-19 protocoland restrictions. 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 formsof each exam that we created to ensure that the student is not taking the same exam twice.

Achievement did not meet benchmarks nor targets. However, achievement improved 9% from the beginning of the semester to the end of the semester. We will continue discussions of issues related to achievement. To improve student performance we will enhance instruction in areas wedetermine 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). However, we were only able to assess Biology 104 in the spring semester 2021. We were unable to assess Biology 103 in the fall 2020 because the campus was still adhering to COVID-19 protocols andwe were unable to administer the exams.

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 ofthe 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 104 students at the beginning and at the end of the spring semester 2021. We regard the mean percent score of the exam results for all students to be a reasonable indicator of student-successin 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 104	**Department of Biology**	**Goal 5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.**	1. The student will have the ability to describe the natural world.	1: The student will have the ability to describe the natural world at the overall average of Baseline (3-year average of Bio 103 and Bio 104) 66%, Benchmark 66%, Target (4 year, set in 2021) 68%, as measured by a cumulative exam.	1: The students demonstrated the ability to describe of the natural world at an average of 61% as measured by a cumulative exam. Since that is less than the benchmark of 66% and the target of 68%, neither of those goals were achieved.
			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 (3-year average of BIO 103 and Bio 104) 60%, Benchmark 60%, Target (4 year, set in 2019) 64%, as measured by a cumulative exam.	2: The students demonstrated the ability to critically analyze experimental evidence and reach conclusions at an average of 53% as measured by a cumulative exam. Since that is less than the benchmark of 60% and the target of 64%, neither of those goals were 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 reachconclusions.

Tables 1 below lists the exam questions that apply to each learning outcome and

summarizes the results. We administered exams at the beginning and the end of the semester.

Table 10a: SLO Results

Student Learning Outcome	Assessment (question that pertains to each learning outcome)	Result (Mean percent correct)		
		Spring 2019 End	Spring 2021 Beginning	Spring 2021 End
1. The student will have the ability to describe understanding of the natural world.	1, 2, 4,6-8, 10, 11,15, 17, 19,21-23	69	47.2	61.3
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	57.3	51.3	53
Number of students		47	77	68
Overall mean		**63.8%**	**49%**	**58%**

Table 1. Summary of results of the Biology 104 cumulative exam administered in Spring 2021at the beginning and at the end of the semester. Results from the end of the Spring 2019 semester are included for comparison.

Student achievement did not meet the benchmarks nor the targets of either SLO 1 (understanding the natural world) nor SLO 2 (critically analyze experimental evidence and reachconclusions) (Benchmarks: SLO 1 66%, SLO 2 60%; Targets: SLO 1 68%, SLO 2 64%) in boththe overall exam average and on questions that assessed each SLO separately. In addition, overall achievement decreased about 6% compared to two years ago when this course was last examined. However, by the end of the semester achievement increased in each separate SLO and the overall average increased 9%.

The campus was still adhering to COVID-19 protocols in the spring 2021 that required adjustments to lecture delivery and changes to the laboratory exercises performed this semester. Lectures were not all face-to-face and some laboratory exercises were changed to virtual as well.These adjustments to the course delivery may have had a negative impact on and be responsible for the decline in student achievement this year.

Action Items:

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

Student Learning Outcomes
       1. The student will have the ability to describe the natural world.
       2. The student will the ability to critically analyze experimental evidence and
          reachconclusions.

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

2. To improve student achievement, faculty reinforced certain core principles and conceptsand critical thinking skills. Benchmarks and targets were not achieved in Bio 104. However, we were unable to assess Bio 103 this year thus we will ensure that instructionwill continue to be enhanced in all areas in both courses in 2021-2020.

3. We will continue our practice of administering pre- and post- exams at the beginning andend of the courses in the 2021-2022 academic year. Creation of different but comparableforms of each exam for both courses (Bio 103 and 104) was completed but evaluation of the results for reliability and refinement of the exams is not complete and will be carried over to the 2021-2022 academic year.

4. We evaluated the exams for balance between content vs critical thinking. However, theevaluation of exams based on individual exam item analysis results from test item statistics will be carried over to 2021-2022 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 2021-2022 academic year.

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes - General Education Program Goals	Assessment Method - Measureable Outcomes	Assessment Results Pre-Test Results (N=133) Post-Test Results (N=133)	
PSCI 101	Physics, Industrial Engineering, Mechanical Engineering	**Goal #4: The ability to use fundamental mathematical skills and principles in various applications.** **Goal #5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.** **Goal #9: The ability to apply critical thinking skills to assess arguments and solve problems.**	#4: The ability to use fundamental mathematical skills and principles in various applications. #5: The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions. #9: The ability to apply critical thinking skills to assess arguments and solve problems.	1. Identify all testable variables that might affect desired property (cart's acceleration, pendulum's time period) Gen Ed goals: #5	7.3 7.6	
				2. Design experimental tests to eliminate (rule out) variables that do not affect the desired property. Gen Ed goals: #4, and #5	5.2	6.8
				3. From experimental results, identify trends in the data related to variables that do have a significant effect on the desired property, such as direct or inverse relationships. Gen Ed goals: #4, and #5	6.1 7.5	
				4. Demonstrate proficiency in the data collection and analysis process; accurate measurements and computations. Gen Ed goals: #4, and #5	7.5	7.5
				5. Identification and minimization of sources of experimental errors, both random and systematic; computation of *percent difference* or *percent error* where appropriate. Gen Ed goals: #4, and #5	4.8	6.6
				6. Demonstrate ability to draw valid conclusions based on experimental results; recognize strengths and limitations of experimental process. Gen Ed goals: #3, #5 and #9	5.7	7.0
				7. Where appropriate, develop an empirical equation that describes a particular relationship (such as that between the pendulum's length l and its time period T). Gen Ed goals: #4, and #5	N/A	7.5

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

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

Commentary/Actions

The benchmark (70%) was met for five of the seven outcomes. For outcomes #2 and #5, the benchmark was almost met (68% and 66%), but these percentages represent a decrease from last year. Due to the pandemic, the lab periods were shortened in order to have only half of the students in the room at a time, and the lab activities were modified in order to fit into this shorter time. This likely contributed to these lower scores, so the faculty who teach Physical Science labs will discuss how the shortened lab activities relate to outcomes #2 and #5 in order to make sure that these outcomes are adequately addressed next year.

Preparer: Dr. Keith Best submitted the Program/Department IE report.

Table 12: Student Learning Outcomes and General Education Goals (3)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
THEA 210 & seniors	Theatre Arts	Goal 3: The ability to explain artistic processes and evaluate artistic product.	SLO 1: Students will demonstrate an understanding of theatre concepts, theories, organization and production process.	SLO 1: The primary and direct assessment tool for this SLO has been the Exit Exam given to graduating seniors. The exit exam included questions from each theatre course that the student completed at FMU. These questions target specifics from the courses that would be representative of the knowledge in this SLO. The graded exams are reviewed by theatre faculty to determine areas in which students seem to have difficulty retaining important information. However, faculty have decided that a pre-/post-test combination would better suit our assessment needs. Essentially the same test containing the same questions, the pre-test would be given in the first semester of a student's program and the post-test given in their exit interview before graduation. We plan to implement the pre-test by Fall 2021 and post-test by December 2021. Any findings will be analyzed by the Theatre faculty at our closing meeting of the semester. An FMU Theatre Handbook was created to provide important information for Theatre majors and minors. This tool does not assess but provides useful information for students to apply to their academic and creative pursuits, as well as reinforces information they learn in class and productions. Baseline – n/a Benchmark – Continued use of the FMU Theatre Handbook. Target – To create and implement a pre-/post- test for theatre majors and minors by Fall 2021.	SLO 1: Due to complications because of Covid-19, we gave no direct assessment exit exam this year. Therefore, the baseline, benchmark, or target were not met and we have no data.

| | | | | SLO 2: Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team. | SLO 2: The direct assessment tool for this SLO is the use of the course Theatre Practicum (THEA 210) in which students receive a grade for specific roles (both onstage and backstage) under the direction of theatre faculty. Students are required to take multiple practicums in their program. The theatre faculty who work directly with the student in the production process assigns practicum grades at the end of the semester based on an evaluation of the student's performance in a specific assignment (lighting, acting, stage management, etc.). Items considered include (but are not limited to) attitude, professional manner, timeliness, discipline, commitment, quality of work, etc. Findings will be analyzed by the Theatre faculty at our closing meeting of the semester.

 • Baseline – 100% of students taking the Practicum course in the 2018-2019 year were judged to have successfully completed (passed with a C or greater) the requirements of the course by a faculty panel.
 • Benchmark – 100% passed with a A 2019-20.
 • Target – 100% to excel with an A. | SLO 2: There were 7 assessed practicums of 6 students. The nature of the practicums were altered for individual work and online performance due to live performance restrictions because of Covid19. All practicums were passed with an "A". Therefore, baseline and benchmark were achieved. |
| | | | | SLO 3: Students will identify, examine, and evaluate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process. | Many parts of the Exit Exam were specific to the production process including areas of aesthetic judgment. These parts had been directly assessed independently of the entire exam in previous years. The pre-/post- test will also include these areas of direct assessment.

 We also utilize a response report (written and oral) from a KCACTF (Kennedy Center American College Theatre Festival) respondent for at least one of our yearly productions. This entails participation in the yearly festival including a visit from a respondent to comment upon all areas within a production. During this response, students are indirectly assessed through questions posed to them via the respondent. This year, we invited respondents to one production.

 At least one of our yearly productions includes an indirect assessment through a "postmortem" gathering. After the production closes, all cast and crew come together to discuss successes and challenges of that particular production.

 All findings will be analyzed by the | SLO 3: No exit exam was given this year, so the baseline, benchmark and target were not met for this part of SLO #3.

 Fifteen Students participated in three productions prepared for online consumption over the course of the 2020-21 academic year. Two productions were exclusively student written and performed, guided and closely monitored by several faculty members. One production was written and performed by a faculty member, but the technical requirements were filled by students. No |

				Theatre faculty at our closing meeting of the semester. • Baseline – Completion of the exit exam, one KCACTF assessment per year, and one postmortem discussion. • Benchmark – Two KCACTF assessments and one postmortem discussion. • Target – Completing the pre-/post-test, at least one KCACTF assessment, and one postmortem.	outside adjudication occurred due to Covid19 regulations. Though disappointed at the lack of live performance the students enjoyed the process of following a production from writing all the way through to performance. They were required to demonstrate a variety of acquired knowledge and methods to write, edit, rehearse, and perform their own work and/or work of peers.

			SLO 4: Students will examine, demonstrate, and create sufficient skills and knowledge in advanced areas of study in their specialty.	SLO 4: In addition to being directly assessed by faculty in the course, final projects in upper level courses such as, Costume Design, Directing II, and Acting IV, usually receive outside adjudication, which provides direct and indirect assessment. There is usually a written response and/or score from respondents.
				
				    Any findings will be analyzed by the Theatre faculty at our closing meeting of the semester.
				
				    Baseline – n/a
				
				    Benchmark – Acting IV adjudicated.
				
				    Target – We will ensure an outside assessment component in a performance or a technical area of the program each year.
					SLO 4: Two students graduated from the program in the Spring 2021 semester.
					
					One student who graduated in Spring 2020, but walked in the Fall 2021 commencement, will begin Graduate School for Lighting Design at the University of South Carolina in Fall 2021.
					
					There was no adjudication of advanced courses this year due to Covid-19 complications.

Action Items:

SLO 1:

- Exit exam data is nonexistent for the 2020-2021 year. For the last few years, the faculty has been questioning whether the exit exam is providing useful information for our purposes. We intend to redesign the exit exam as a pre-/post-test ready Fall 2021 semester.

- The Theatre Handbook is online and has been updated as of Spring 2021. We will

continue to monitor the needs of the program and students and make future updates when required.

SLO 2:
- Benchmark met

SLO 3:
- Pre-/post-test will be created and implemented by Fall 2021, otherwise the benchmark was exceeded.

SLO 4:
- We will ensure an outside assessment component in both the performance and technical areas of the program, as well as set baselines, benchmarks, and targets in the fall. (Note: The 2020-2021 year has been an exception as there were no live theatre productions involving students due to Covid-19 regulations.)

Mathematics Program

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

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

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

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

		Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve exponential, radical, and logarithmic equations.	student responses.	*SLO 4.0's overall benchmark was not achieved.*

Table 13a: Assessment Results

Assessment Problem	Fall 2018	Spring 2019	2018-19	Fall 2019	Spring 2020	2019-20	Fall 2020	Spring 2021	2020-21
Goal 1.0 Outcome 1	69.0	65.8	67.3	62.4	68.4	65.1	62.1	77.3	68.3
Outcome 2	65.5	63.5	64.4	56.2	64.1	59.7	62.2	76.7	68.1
Outcome 3	82.8	86.1	84.6	86.7	90.2	88.3	85.8	87.7	86.6
Outcome 4	2.08	2.00	2.06	2.13	2.21	2.14	2.29	2.31	2.30
Goal 2.0 Outcome 1	75.0	74.5	74.8	77.2	88.0	82.0	77.3	85.0	80.4
Outcome 2	61.1	55.1	57.9	59.6	77.9	67.7	70.0	81.3	74.6
Outcome 3	54.1	55.3	54.7	46.1	64.6	54.3	54.7	65.5	59.1
Outcome 4	2.40	2.07	2.33	2.34	2.34	2.34	2.32	2.31	2.32
Goal 3.0 Outcome 1	62.9	65.1	64.1	58.0	85.5	70.1	75.1	85.8	79.4
Outcome 2	49.3	51.4	50.5	54.9	60.6	57.4	63.0	68.1	65.1
Outcome 3	2.27	2.00	2.15	2.26	2.24	2.24	2.32	2.36	2.34
Goal 4.0 Outcome 1	52.0	54.4	53.3	53.7	83.5	66.9	61.3	77.4	67.8
Outcome 2	49.1	58.5	54.1	63.4	87.1	73.9	72.4	77.4	74.4
Outcome 3	51.9	50.0	50.9	58.6	84.4	70.0	72.1	69.7	71.1
Outcome 4	2.00	2.20	2.02	2.17	2.07	2.15	2.23	2.40	2.33

Action Items:

SLO 1:
- *Progress has been made. Instructors will continue presenting graphs of functions stressing the definition of the graph of a function as the collection of coordinate pairs (x,y), where x is the input and y is the output, which satisfy the function rule.*

SLO 2:

- *Progress has been made. Instructors will continue focusing on solving quadratic equations by using the quadratic formula. To help students formulate word problems, instructors will link key words in word problems with mathematical operations.*

SLO 3:

- *Progress has been made. Instructors will refocus efforts to help students understand common denominators in rational expressions. Instructors will focus on distance, rate, and time problems using tactics such as table entries.*

SLO 4:

- *Progress has been made. Instructors will continue presenting exponential functions as modeling real world data. Instructors will explain that steps leading to a solution of an equation involve the inverse operations of the operations used in the equation.*

Last year's action item for direct assessments was to closely examine 2 or 3 class sets of student work. The intent is to look for specific errors students are making and work to revise instruction so the errors are lessened. This was not accomplished but will be considered at the beginning of the Fall 2021 semester.

Department of History

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Lower-division (100 level courses)	**Department of History**	**Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.**	SLO 2.1: The student can effectively offer analysis that supported the thesis statement.	**Direct Assessment** The department utilizes a Course-Level Assessment form that is filled out twice for each History course, first at midterm and then again at the end of the semester. This form assesses students' writing and analytical skills, with the professor indicating the number of students who exceeded, met, or did not meet expectations. This is very similar to Lawshe's Content Validity Ratio that is used by the Council for the Accreditation of Educator Preparation. Lawshe's Ratio relies on a judging panel to determine if the content of a particular assignment is "essential," "useful but not essential," or "not necessary." **Indirect Assessment** Around the middle of each semester, the department gives an on-line survey to students in all History classes. There are two such surveys, one for lower-level courses and an expanded survey for upper-level classes. The former consists of 23 questions and asks students a variety of questions, including several	Lower-division (100-level courses) on-line survey. Results: 81% **Benchmark Attained**
			SLO 4.0: The student could effectively write an historical essay.		Lower-division (100-level courses) on-line survey. Results: 71% **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: 81% **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.	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. 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, and it decided to keep them the same for 2019-2020. Based on previous IE reports, the department during the 2020-2021 school year raised its benchmark for SLO 4.0 to 81%; for the other three SLOs, the benchmark remained unchanged.	Lower-division (100-level courses) on-line survey. Results: 81% **Benchmark Attained**
			*SLO 3.0: Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time.	Baseline: 79.6% Benchmark: 82% Target: 85% • The benchmark and target remain unchanged because of a decline in the final results: 76.6% met the benchmark in 2019-2020.	Lower-division (100-level courses) on-line survey. Results: 83% **Benchmark Attained**
			*SLO 6.0: Could explain what influence the past has on the present.	Baseline: 89.1% Benchmark: 84% Target: 87% • The benchmark and target remain unchanged because of a substantial decline in the final results: 92.6% met the benchmark in 2019-2020.	Lower-division (100-level courses) on-line survey. Results: 85% **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.

Table 14a: Assessment Results

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

Indirect Measurement

Around the middle of each semester, the department gives an on-line survey to students in all History classes. There are two such surveys, one for lower-level courses and an expanded survey for upper-level classes. The former consists of 23 questions and asks students a variety of questions, including several related directly to SLOs 2.1, 4.0, 5.0, and 5.1, such as whether: 1) they can write an essay that supports a thesis statement with evidence; 2) they feel prepared to write a historical essay; 3) they can discern the relationship between cause and effect at particular time periods; and 4) they can see connections between historical events, ideas, and values over time.

The SLOs

In its 2018-2019 IE report, the History Department established a benchmark of 80% for SLOs 2.1, 4.0, 5.0, and 5.1, and it decided to keep them the same for 2019-2020. Based on previous IE reports, the department during the 2020-2021 school year raised its benchmark for SLO 4.0 to 81%; for the other three SLOs, the benchmark remained unchanged.

Results

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

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

Lower-division (100-level courses) on-line survey. Results: 81%   **Benchmark Attained**
Course-Level Assessments (Qualitative Analysis). Results: 77.5%   **Benchmark Not Attained**
Average: 79.25%   ***Benchmark Not Attained**

SLO 4.0 The student could effectively write an historical essay.

Lower-division (100-level courses) on-line survey. Results: 71%	**Benchmark <u>Not Attained</u>**
Course-Level Assessments (Writing). Results: 79.4%	**Benchmark <u>Not Attained</u>**
Average: 75.2%	*<u>Benchmark Not Attained</u>*

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

Lower-division (100-level courses) on-line survey. Results: 81%	**Benchmark Attained**
Course-Level Assessments (Critical Thinking). Results: 76.7%	**Benchmark <u>Not Attained</u>**
Grand Total: 78.9%	*<u>Benchmark Not Attained</u>*

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

Lower-division (100-level courses) on-line survey. Results: 81%	**Benchmark Attained**
Course-Level Assessments (Area Knowledge). Results: 78.6%	**Benchmark <u>Not Attained</u>**
Grand Total: 79.8%	*<u>Benchmark Not Attained</u>*

History Department Action Items

It is clear from the data that students in General Education courses in most cases are confident in their abilities, but, with the exception of SLO 4.0, did not perform as well on their assignments as they thought they would. During 2019-2020, student performance improved between the midterm and final exam; during 2020-2021, this held true in the fall semester but, with the exception of SLO 5.0, did not do so in the spring. The data suggests that the steps the History Department implemented over the previous two years may not have taken hold to the extent desired. It also must be taken into account that the entire 2020-2021 school year was affected by the Covid pandemic, and so it is possible that that had an impact on student outcomes. More data is necessary to determine confirm these conclusions.

Table 14b: Direct Assessment Results
Action Items for 2020-2021

SLO	FALL 2O19 Midterm	FALL 2019 Final	SPRING 2020 Midterm	SPRING 2020 Final
2.1	82.9%	87.9%	76.7%	78.6%
4.0	89%	91.5%	78%	80.5%
5.0	85.7%	91.4%	75.5%	77.5%
5.1	76.3%	84.5%	78%	78.2%

The above table shows the results of the CLA forms for the fall and spring semesters of the 2019-2020 school year. It is clear that with the exception of SLO 5.0 in the spring of 2021, there was regression insofar student performance. Consequently, the department needs to redouble its efforts to "close the loop," that is, adopt measures that will help enhance student performance. These measures (action items) are divided into two categories, those that are broader in nature and those that are SLO-specific.

Broader Actions

- The department will continue to emphasize to students the importance of budgeting time to prepare for tests, especially final exams.
- Professors in all General Education History classes need to emphasize to students the importance of the skills and knowledge required of them to perform well on their writing assignments. This applies not only to in-class essays, but take-home assignments.
- Given that the coronavirus may continue to affect classes during at least the fall semester of the 2021-2022 school year, the department will urge all professors to be knowledgeable in the use of technology to impart information and deliver assignments.

SLO-Specific Actions

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

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

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

SLO 4.0 <u>The student could effectively write an historical essay</u>.

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

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

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

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

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

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

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

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

Department of Political Science and Geography

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
POL 101 & POL 103	**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 80% level or above [benchmark = 60%] 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 on average, will perform at the 80% level or above [benchmark=60%] when DESCRIBING and EXPLAINING content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by ten multiple choice questions embedded in tests across all POL 101 classes.	SLO 1.0: Political Science Students, in POLI 101 on average, performed at the 73.67% level [benchmark = 60%] when DESCRIBING and EXPLAINING content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the three multiple choice questions embedded in class tests across all POLI 101 and 103 sections. Since our goal was 80%, this target was not achieved.
			SLO 2.0: Political Science Students will perform at the 80% level or above [benchmark = 60%] 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 80% level or above [benchmark=60%] when DESCRIBING and EXPLAINING content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by ten multiple choice questions embedded in tests across as POL 103 classes.	SLO 2.0: Political Science Students, in POL 103 on average, performed at the 88.5% level [benchmark = 60%] when DESCRIBING and EXPLAINING content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the three multiple choice questions embedded in class tests across all POL 103 sections. Since our goal was 80%, this target was not achieved.

Action Items:

SLO 1.0 & SLO 2.0:

- While the Department met two of its three targets for academic year 2020-21, incomplete data and disruptions caused by COVID-19 mean that the Department will continue with its current goals and measures in the 2021-2022 academic year for SLOs 1.0, 2.0 and 3.0.

- In addition, the department offers a fourth required course (POLI 285 – Political Theory). The department will work to implement a SLO and assessments for this course to discern what students know and what they can evaluate and interpret.

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ARTH 221	**Visual Arts Program**	**Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.**	SLO 2.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class essay writing will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 2.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. DIRECT ASSESSMENT METHOD: grading of rubric sheet INDIRECT ASSESSMENT: the quality of a student's first day course questionnaire is often a strong indicator of vocabulary, grammar, and basic writing skills. Collecting thoughts and ideas, then extemporaneously writing them into a coherent, grammatically correct, and concise form is a supreme yet fundamental academic skill to possess.	SLO 1.0: Due to COVID-19 and interruption with courses the data was not provided.
		Goal 2 & Goal 9 **Goal 2: The ability to demonstrate comprehension of different forms of communication.** **Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.**	SLO 3.0: The percentage of students in ARTH 221 course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 3.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. DIRECT ASSESSMENT METHOD: grading of fill-in the blanks sheet (sequence of paragraphs taken from the required course text book). INDIRECT ASSESSMENT: Course questionnaire — students are asked directly about how they rate their own reading comprehension skills. Reading comprehension is a traditionally weak area for Visual Arts majors across the nation so testing students' skills at discerning and inferring information from their college-level art history survey text is a primary course and life goal.	SLO 3.0: Due to COVID-19 and interruption with courses the data was not provided.

| Sophomore Students | Visual Arts Program | Goal 3: The ability to explain artistic processes and evaluate artistic product. | SLO 6.0: The percentage of Graphic Design candidates for Sophomore Portfolio Review achieving 90% mastery of performance level with foundational work towards graphic design emphasis will reach 75%.

PLO learning goals: 1, 2, 3 and 4. | SLO 6.0: The percentage of graphic design candidates for Sophomore Portfolio Review achieving 90% mastery of performance level with foundational work towards graphic design emphasis will reach 75%.

DIRECT ASSESSMENT METHOD: Work is presented in a design portfolio format. Work shown by the student determines the appropriateness of graphic design emphasis for progression in the emphasis. Measured by a departmental rubric and GPA requirements.

Baseline- In the 2019-2020 academic year 8 of 8 students met 90% baseline score. (100% success rate) in the fall and 7 of 7 students met 90% baseline score. (100% success rate) in the spring. PLO learning goals met: 1, 2, 3 and 4.

Benchmark- In the 2020-2021 academic year Visual Arts students once again met or exceeded the 90% baseline score indicating this SLO was achieved and PLO's 1,2,3 and 4 were met.

Target-The program will continue to emphasize and assess this skill area to assure future student success. This SLO will likely be removed from next year's report due to having been met two years running. | SLO 6.0: The percentage of Graphic Design candidates for Sophomore Portfolio Review achieving 90% mastery of performance level with foundational work towards graphic design emphasis will reach 75%. For the academic years of 2019-2020 and 2020-2021 100% of students have achieved the baseline score of 90% for the Sophomore Portfolio Review. This indicates the SLO and related PLOs were properly addressed and consistently met. Moving forward this SLO will likely be removed from future reports. |

Action Items:

SLO 2.0:

- Due to COVID-19 and interruption with courses the data was not provided.

SLO 3.0:

- Due to COVID-19 and interruption with courses the data was not provided.

SLO 6.0:
- SLO 6.0: The percentage of Graphic Design candidates for Sophomore Portfolio Review achieving 90% mastery of performance level with foundational work towards graphic design emphasis will reach 75%. For the year, 15 of 15 students met 90% baseline score (100% success rate). The goal was achieved. A more concise rubric was generated that will give a better view of data and has been updated and is included in the appendices. (see sheet **Appendix A**) No action is needed at this time.

Sociology

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results - AY 2018-19 AY 2019-2020	
SOCI 201	**Sociology**	Goal 6: The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	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 was assessed using two items from a direct measure of student knowledge in seven Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 68.61%. The benchmark is 80%. The average score of students for SLO 7-e is 81.76%. The benchmark for AY 2020-2021 was met. The target average score the department would like to achieve is 85% in five years.	68.61%	81.76%
			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 7-f was assessed using two items from a direct measure of student knowledge in seven Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 72.66%. The benchmark is 80%. The average score of students for SLO 7-f is 92.70%. The benchmark for AY 2020-2021 was met. The target average score the department would like to achieve is 85% in five years.	7.66%	92.70%

| | | Goal 9: The ability to apply critical thinking skills to assess arguments ad solve problems. | 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 9-b was assessed using two items from a direct measure of student knowledge in seven Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 70.60%. The benchmark is 80%. The average score of students for SLO 9-b is 85.48%. The benchmark for AY 2020-2021 was met. The target average score the department would like to achieve is 85% in five years. | 70.60% | 85.48% |

Action Items:

1. SLO 7-e: Recognize how other influences affect individual behavior. Given the increase in student scores for this competency area, the department plans to continue its work in order to maintain and also further increase student scores within the next five years. Written assignments and class discussions that highlight application and critical thinking were incorporated into all Sociology 201 courses (including those held in an Online format). The writing assignments presented in 201 courses remain vast and require student participation. These assignments include: applying concepts (e.g., health care) to media, observations of real world phenomenon, such as the division of household labor, and using Internet resources. Faculty will continue to use instructional films on certain topics, such as poverty, health care, and immigration. Such films are regularly used to initiate class discussions. These assignments and discussions help to both maintain and further improve student scores in this area in the future. The benchmark for AY 2020-2021 was met.

2. SLO 7-f: Recognize how other influences affect collective behavior. During the previous academic year, the department planned to increase student scores by stepping up efforts on emphasizing collective behavior in lectures and assignments. This effort was met with a substantial increase in student scores, thus meeting the benchmark. However, in order to maintain this success, the faculty will continue to emphasize the importance of collective behavior during lectures including extensive discussions of norms, conformity, and social movements. In addition, the faculty will continue to incorporate videos and discussion to continue enhancing student learning in this area.

3. SLO 9-b: Ability to think critically. Student scores increased in this competency area for the current academic year. The benchmark was met. The department plans to continue incorporating writing assignments and exam questions that emphasize critical thinking skills, specifically applying sociological concepts to real world events and

individual experiences. Faculty will continue to utilize assignments that require students to critically apply concepts. During this academic year, the faculty utilized more specifically focused assignments to further illustrate how sociological concepts are applicable to the social world. One assignment that is consistently used involves students creating a budget based on poverty thresholds. This links sociological concepts and ideas to the real world, and media and film are routinely presented in 201 courses to further initiate critical thinking about students.

Professional Writing Program

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENGLISH 495 Students in Internship	**Professional Writing Program**	**Goal 1: The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.**	**SLO 1:** Apply rhetorical strategies in developing content appropriate to audiences in professional environments.	The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 1 is 4.19. It is calculated as the mean of the previous five years' SLO 1 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 1 by one or more methods. The combined SLO 1 average of 4.75 is higher than the baseline of 4.19, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	**SLO 2:** Write and edit clear, correct, and logically organized texts.	The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 2 is 4.27. It is calculated as the mean of the previous year and the earlier four years' combined SLO 2, 4, 5, and 6 scores due to the SLO changes explained in the 2019-2020 IE Report. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 2 by one or more methods. The combined SLO 2 average of 4.67 is higher than the baseline of 4.27, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.

			SLO 5: Generate primary and secondary research to advance project goal.	The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 5 is 4.25. This SLO was added last year (2019-2020), so this baseline is last year's score. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 5 by one or more methods. The combined SLO 5 average of 4.8 is higher than the baseline of 4.25, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.
		Goal 9: The ability to apply critical thinking skills to assess arguments and solve problems.	**SLO 3:** Design documents, both print and electronic, for usability and readability.	The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 3 is 4.34. It is calculated as the mean of the previous five years' SLO 3 scores (see the Appendix). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 3 by one or more methods. The combined SLO 3 average of 4.5 is higher than the baseline of 4.34, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.
			SLO 4: Demonstrate an ability to select effective and appropriate genres and delivery modes.	The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 4 is 4.46. This SLO was added last year (2019-2020), so this baseline is last year's score. The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0.	Five students were evaluated for SLO 4 by one or more methods. The combined SLO 4 average of 4.42 is lower than the baseline of 4.46, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline was not achieved, but the benchmark and target scores were achieved.

Action Items:

This year, action items are presented only for SLO 4. General recommendations follow after the listing of all SLOs.

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

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

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

SLO 4 Demonstrate an ability to select effective and appropriate genres and delivery modes. To bring the score for this SLO up higher than the baseline, the following actions will be taken:

· Ask instructors of core courses to include more discussion of and reflection on genre selection and delivery modes given available technologies in writing situations.

· Ask the PW Capstone instructor to 1) include a review of the genre and delivery approaches typically practiced in specific PW career paths, 2) encourage students to include a greater range of genres and delivery methods in their portfolios, and 3) write more reflectively about their genre and delivery choices in their portfolio letters.

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

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 496	BA/Liberal Arts Program	**Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.** **Goal 2. The ability to demonstrate comprehension of different forms of communication.**	SLO D: Ability to Apply Theory. The portfolio will demonstrate the student's ability to apply rhetorical, literary, and/or film theory in a textual analysis.	The reader rates the overall portfolio with one of four scores: Score 4: Excels. Score 2: Partially satisfies the SLO. Score 3: Satisfies the SLO. Score 1: Fails to satisfy the SLO.	The points total for this SLO was 43 from 16 readings, yielding a 2.69 average. This average score is well above the new provisional benchmark (1.95) and slightly exceeds the new provisional target (2.25). Four out of the 8 individual portfolios (50.0%) earned an average score of 3.0 or above. One portfolio received a score of 1, seven portfolios received a score of 2, four portfolios received a score of 3, and four portfolios received a score of 4. For Skills Outcome D, no indirect assessment was taken.

Action Items:

Skills Outcomes A-D.

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

Skills Outcome D. Ability to Apply Theory.

2. Evaluate Skill Outcome D and determine its place in the next assessment.

Knowledge Outcomes A-D.

3. Set benchmarks and targets for Knowledge Outcomes.

A. Actions for 2019-2020 addressing the 2018-2019 IE Report

[The Department's curriculum committee revised these Action Items and present them to the Department as a whole in early Fall 2019. The Department adopted Action Items and was implanting them when the Covid-19 Pandemic halted operations in March 2020.]

Skills Outcomes A-D.

1. Revise the indirect assessment questions to reflect the revised skills SLO's and set targets, to include an indirect assessment of the new SLO's. The current indirect assessment is not producing useful information. [Completed]

Skills Outcome D. Ability to Apply Theory.

2. Revise or expand the Reflection Essay to address SLO's like theory. [Completed]
3. Define "theory" more explicitly for students and faculty. [Completed]

All Student Learning Outcomes.

4. Draft a Mission Statement for the English Liberal Arts major. [Completed]
5. Set the Baseline from the new data. [Completed]
6. Review the targets for all of the SLO's (2.5), adopted from the previous assessment model. [Completed for Skills Outcomes A-D.]

Francis Marion University Exit Survey

Survey Participants

This section focuses on the collection and analysis of Francis Marion University's Exit Survey for Academic Year 2020-2021. The surveys are given to graduating seniors prior to their commencement exercise. *Figure 1* shows the number of student participating in spring 2016, spring 2017, spring 2018, and spring 2019 commencement exercises: 291, 239, 274, and 273 students respectively. It also includes survey participants for 2019-2020 and 2020-21 academic years. All Graduates for fall, spring and summer were able to participate in the 2019-2020 and 2020-21 Exit Surveys.

The 2020-21 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 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 have proven fruitful especially during the COVID-19 pandemic. It has also curtailed on data entry errors, printing charges, human resource, and time during commencement exercises & entering of student responses. In collaboration with faculty, staff and administration, the

contents of the Exit Survey (*see Appendix 1*) have been updated and improved to reflect

the changes occurring across campus and capturing students' perception and satisfaction

level with their undergraduate and graduate education.

Figure 1: Students Participants in Spring 2016, Spring 2017, Spring 2018, Spring 2019, and Academic Years 2019-2020 & 2020-21
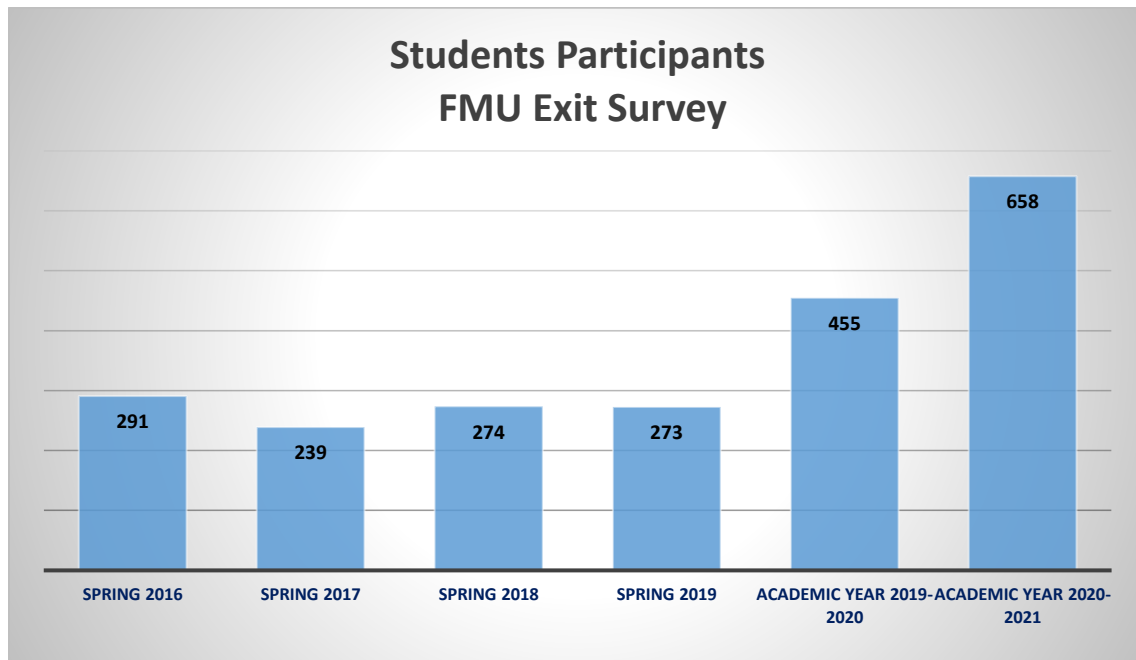
The survey has seven sections: Demographic Information; Section 1. Reason for

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 mainly undergraduate students'

responses are discussed in this report. *Figure 2* breaks down Section V in three

components: students' perceptions of the General Education Goals, student's satisfaction

in their educational experiences, and student engagement in university's activities.

Figure 2: Components of the Exit Survey

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

For ease of reference, the nine General Education Goals are again 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 20 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 2020-21. *Figure 13* compares the satisfaction level for various aspects of their undergraduate major and non-major (general education) requirements, as well as, it provides satisfaction results for overall academic experience and overall general experience. *Table 21* includes both undergraduate and graduate student results. Results for the past three consecutive years are omitted in *Figure 13* and tracking of results will follow after the 2020-21 academic year. That is due to the changes in the Likert scale for the satisfaction levels for major, instruction, overall experience, overall academic experience, and general education. Relative Frequency *Table 22* lists activities sponsored and supported by the university and corresponding levels of engagement. While *Figure 14*, provides a stacked bar chart to visually represent and compare student engagement in a particular activity on campus (Academic Year 2020-2021). Figure 15, on-the-other-hand, represents the same data with either students being engaged or not.

Table 20: Educational Experiences Part 1: General Education Goals
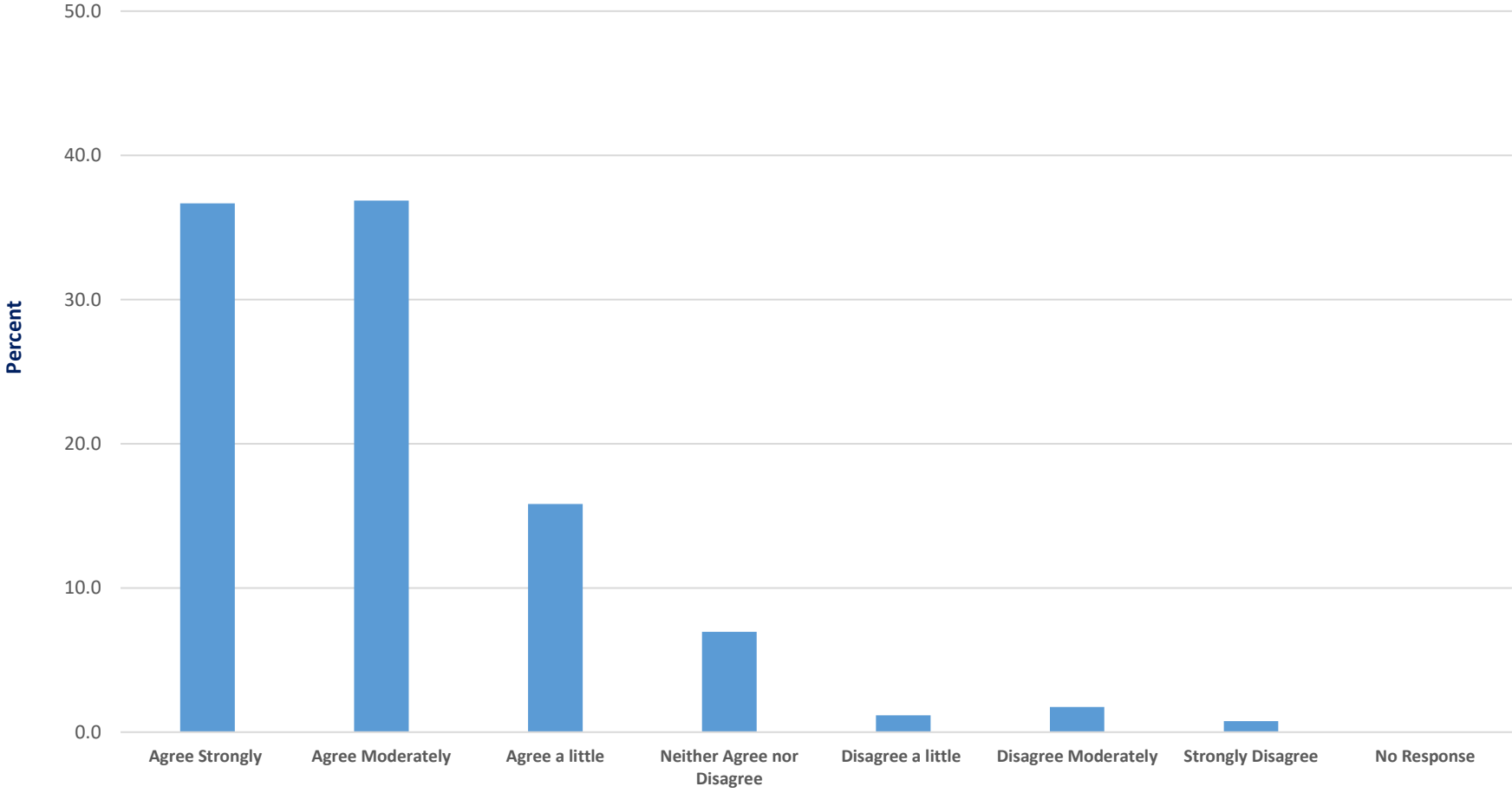
Exit Surveys 2020-21 Academic Year

Please evaluate these specific aspects of your educational experiences at FMU

	Year	N	Agree Strongly %	Agree Moderately %	Agree a little %	Neither Agree nor Disagree %	Disagree a little %	Disagree Moderately %	Strongly Disagree %	No Response %	Percent Total
Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.	Academic Year 2020-2021 ^	658	36.7	36.9	15.8	6.9	1.2	1.7	0.8	0.0	100.0
Goal 2. The ability to demonstrate comprehension of different forms of communication.	Academic Year 2020-2021 ^	658	40.7	33.8	15.1	7.5	1.0	1.5	0.4	0.0	100.0
Goal 3. The ability to explain artistic processes and evaluate artistic product.	Academic Year 2020-2021 ^	658	30.5	31.3	18.1	11.6	3.1	2.7	2.5	0.2	100.0
Goal 4. The ability to use fundamental math skills and principles in various applications.	Academic Year 2020-2021 ^	658	37.6	34.7	14.1	8.3	2.5	1.5	1.2	0.0	100.0
Goal 5. The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.	Academic Year 2020-2021 ^	658	37.3	35.7	13.3	8.3	2.3	1.9	1.2	0.0	100.0
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.	Academic Year 2020-2021 ^	658	37.1	31.9	16.4	9.8	1.5	2.1	1.0	0.2	100.0
Goal 7. The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.	Academic Year 2020-2021 ^	658	40.9	32.2	13.9	7.9	2.1	1.7	0.8	0.4	100.0
Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.	Academic Year 2020-2021 ^	658	35.9	33.2	16.4	9.8	1.5	1.5	1.4	0.2	100.0
Goal 9. The ability to apply critical thinking skills to assess arguments and solve problems.	Academic Year 2020-2021 ^	658	42.9	33.4	13.3	6.4	1.7	0.8	0.8	0.8	100.0

^ 2020-21 Academic Year represent only undergraduate students

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

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

2020-21

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

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

2020-21
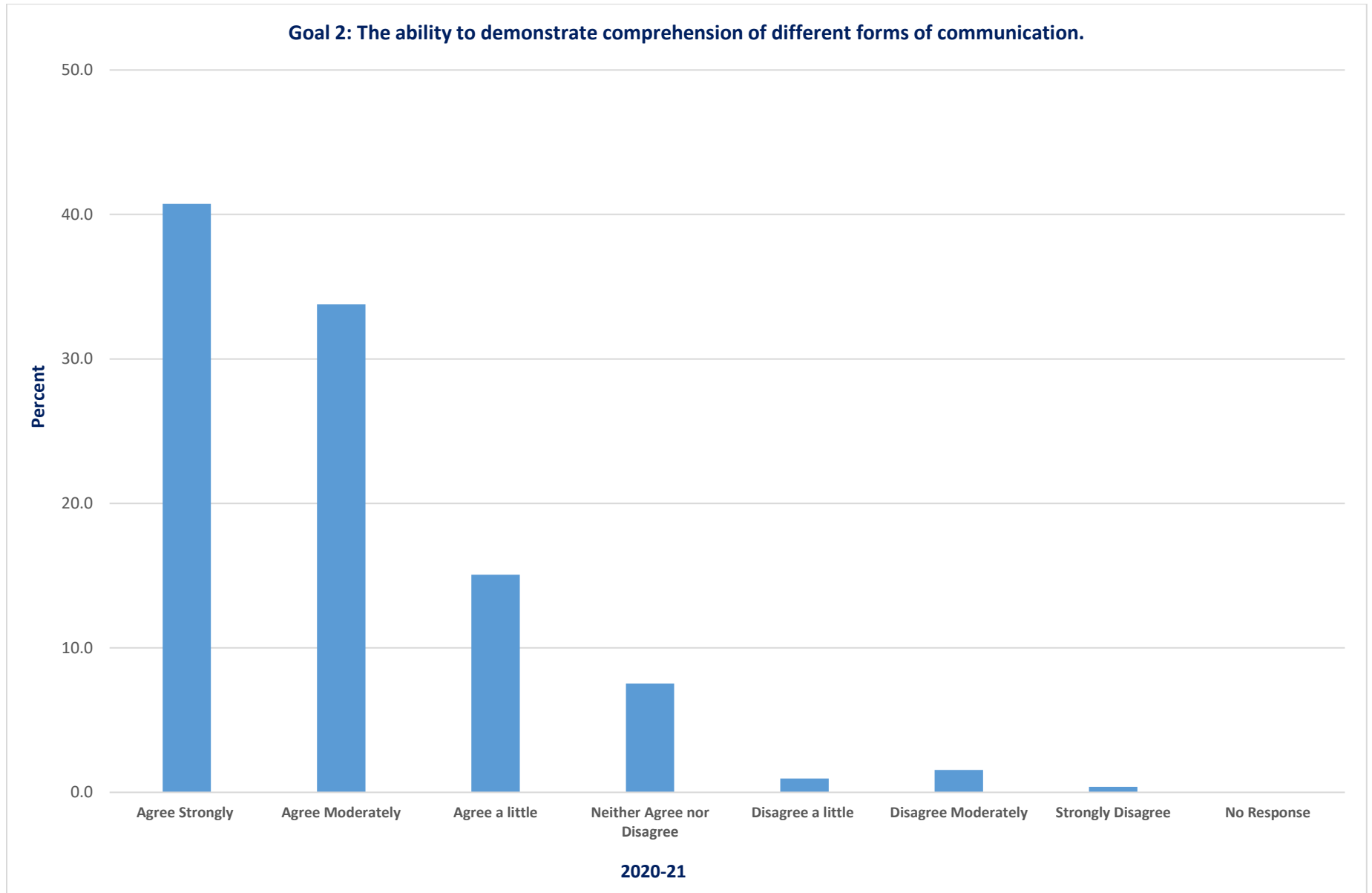
Figure 5: Educational Experiences Part I: General Education Program – Goal 3

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

2020-21

70
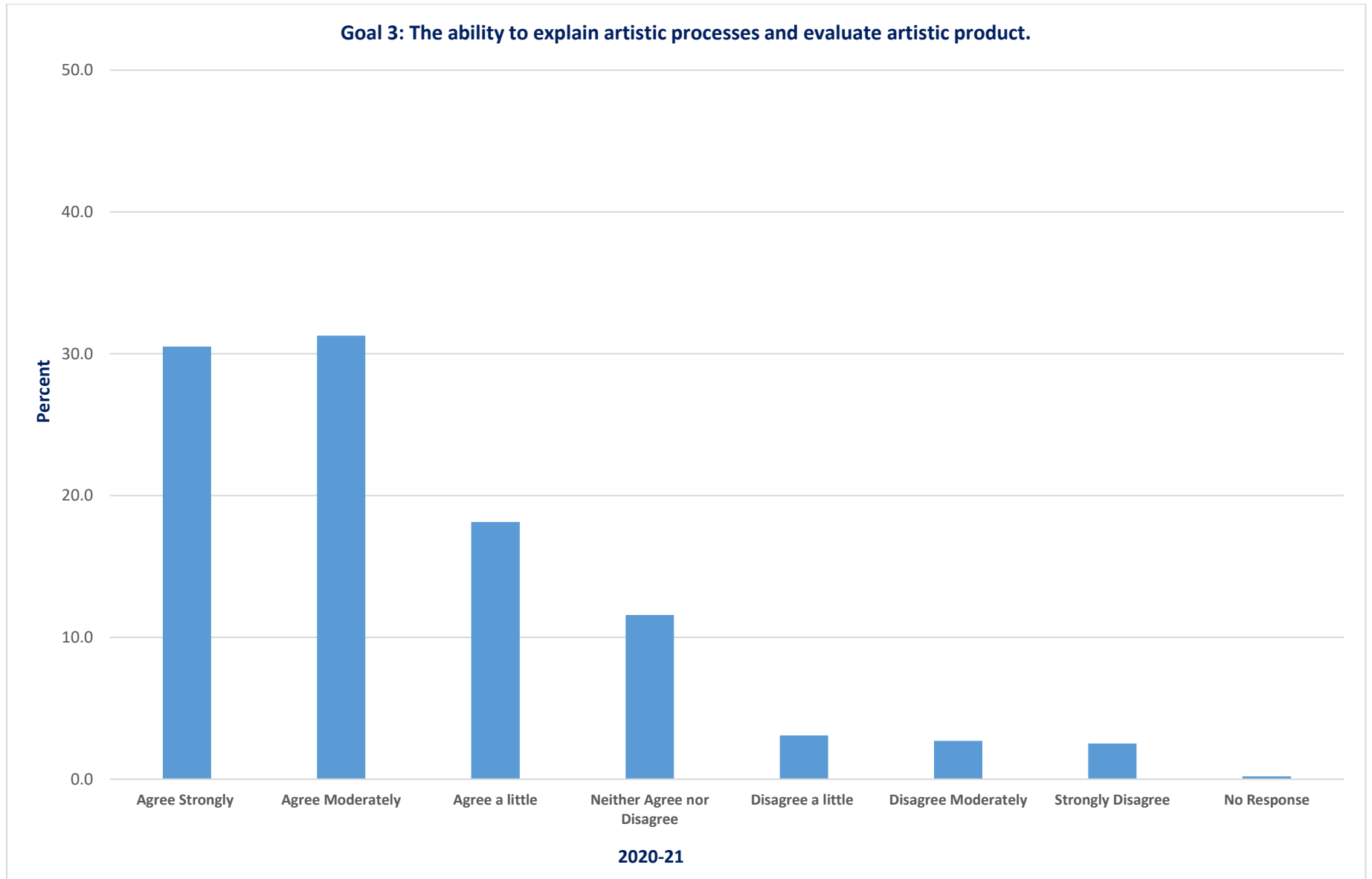
Figure 6: Educational Experiences Part I: General Education Program – Goal 4

Goal 4: The ability to use fundamental math skills and principles in various applications.
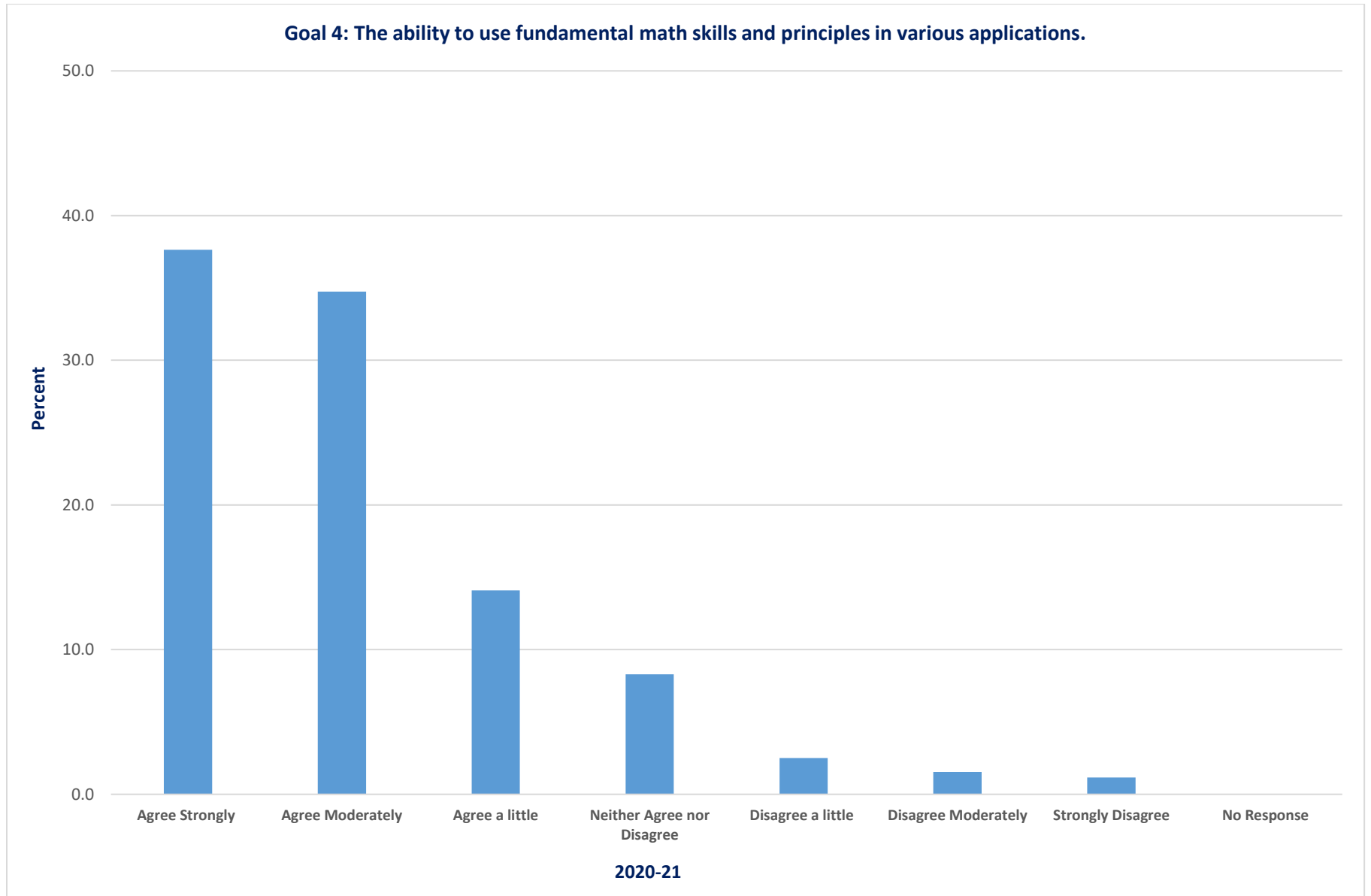
Figure 7: Educational Experiences Part I: General Education Program – Goal 5

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

2020-21
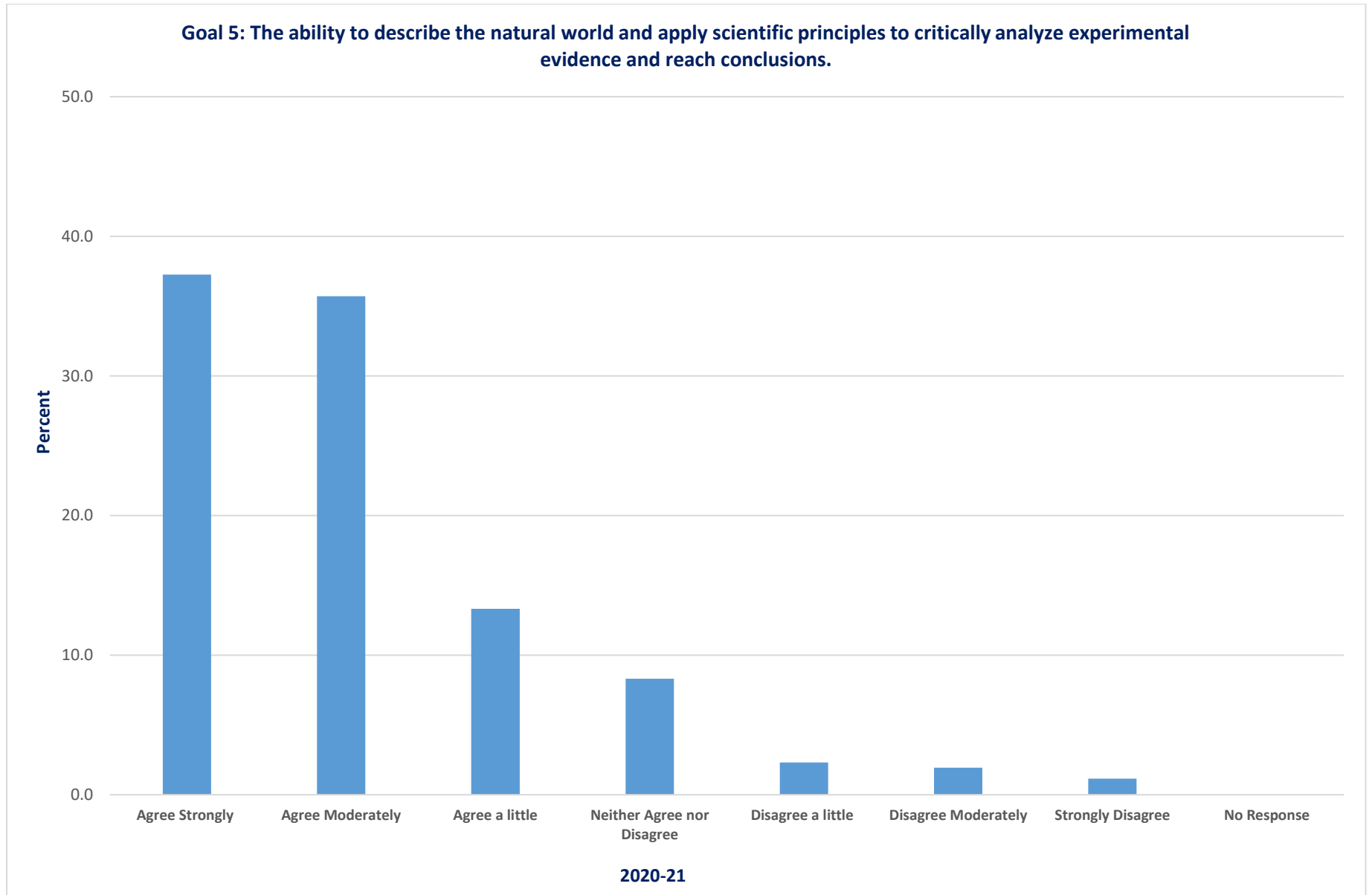
Figure 8: Educational Experiences Part I: General Education Program – Goal 6

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

2020-21
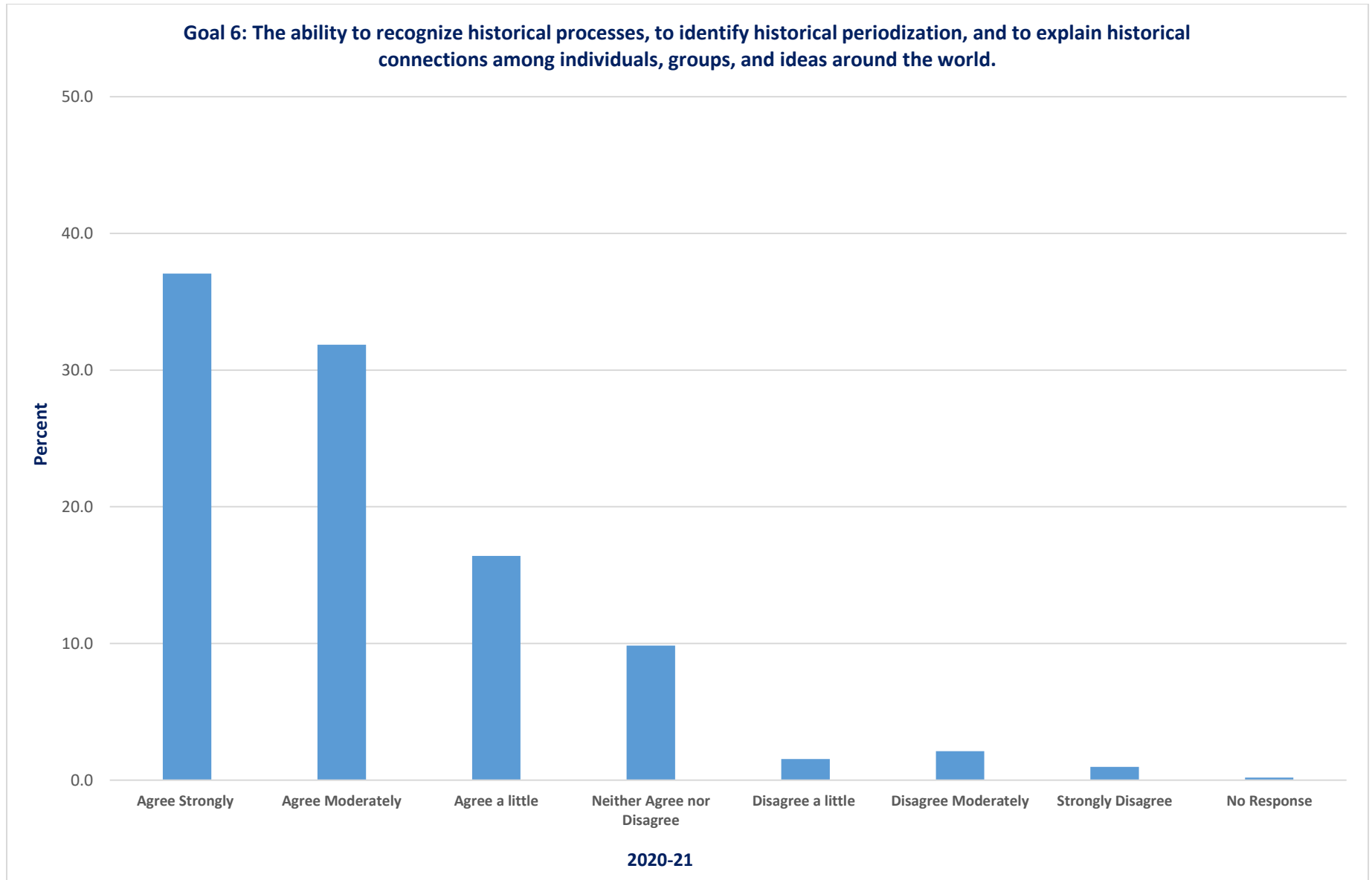
Figure 9: Educational Experiences Part I: General Education Program – Goal 7

Goal 7: The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.
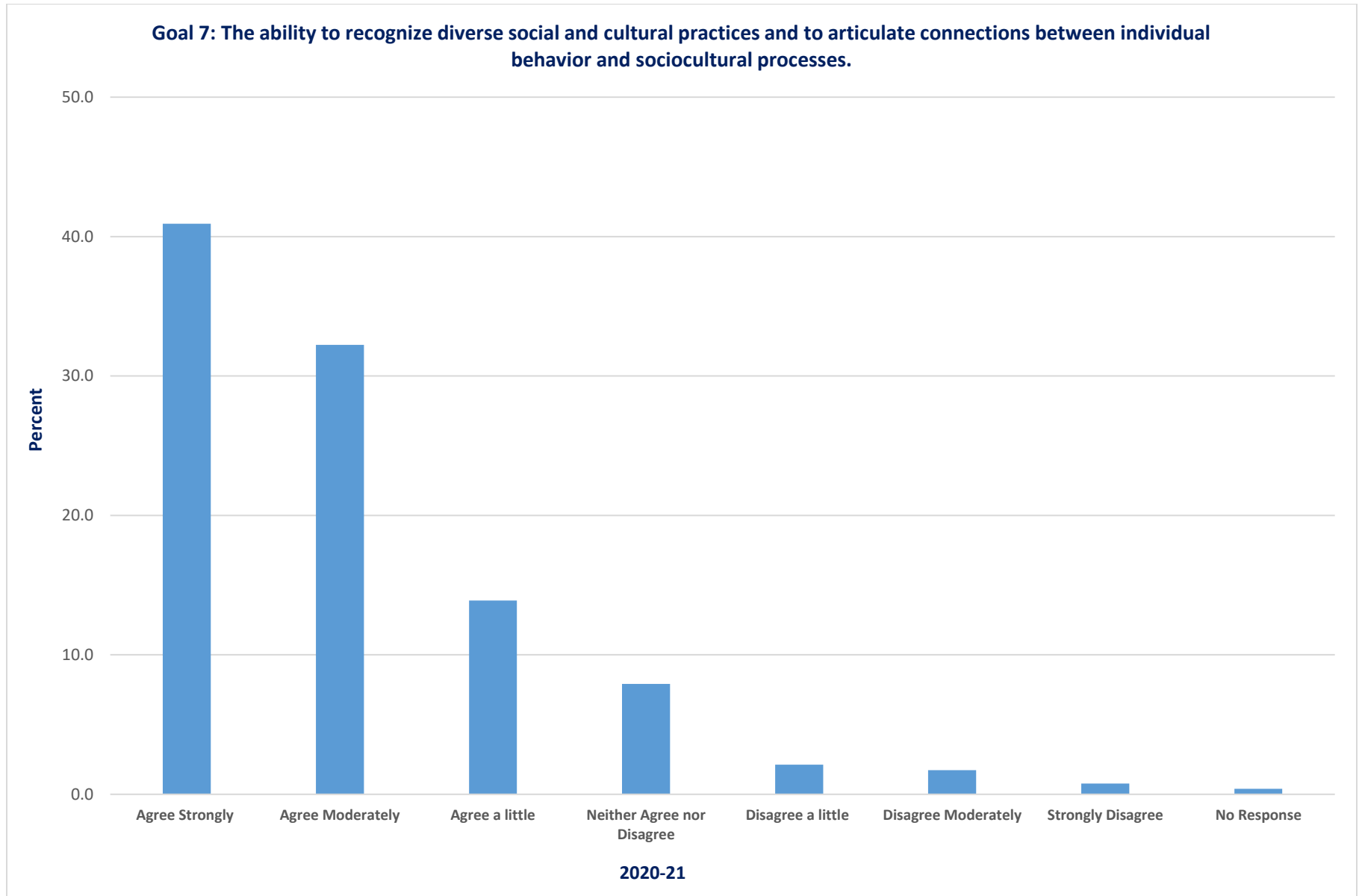
Figure 10: Educational Experiences Part I: General Education Program – Goal 8

Goal 8: The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.
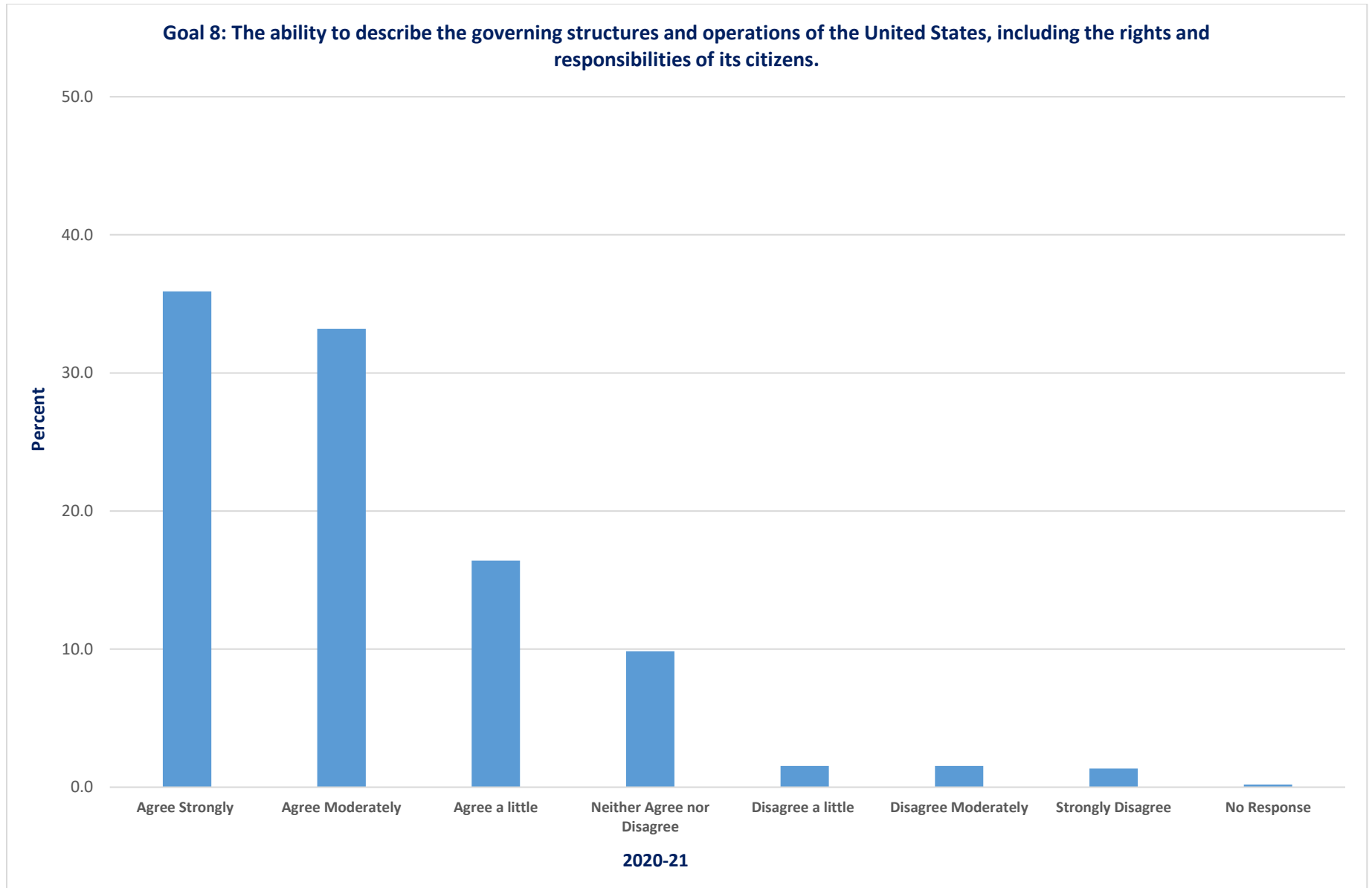
Figure 11: Educational Experiences Part I: General Education Program – Goal 9

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

2020-21
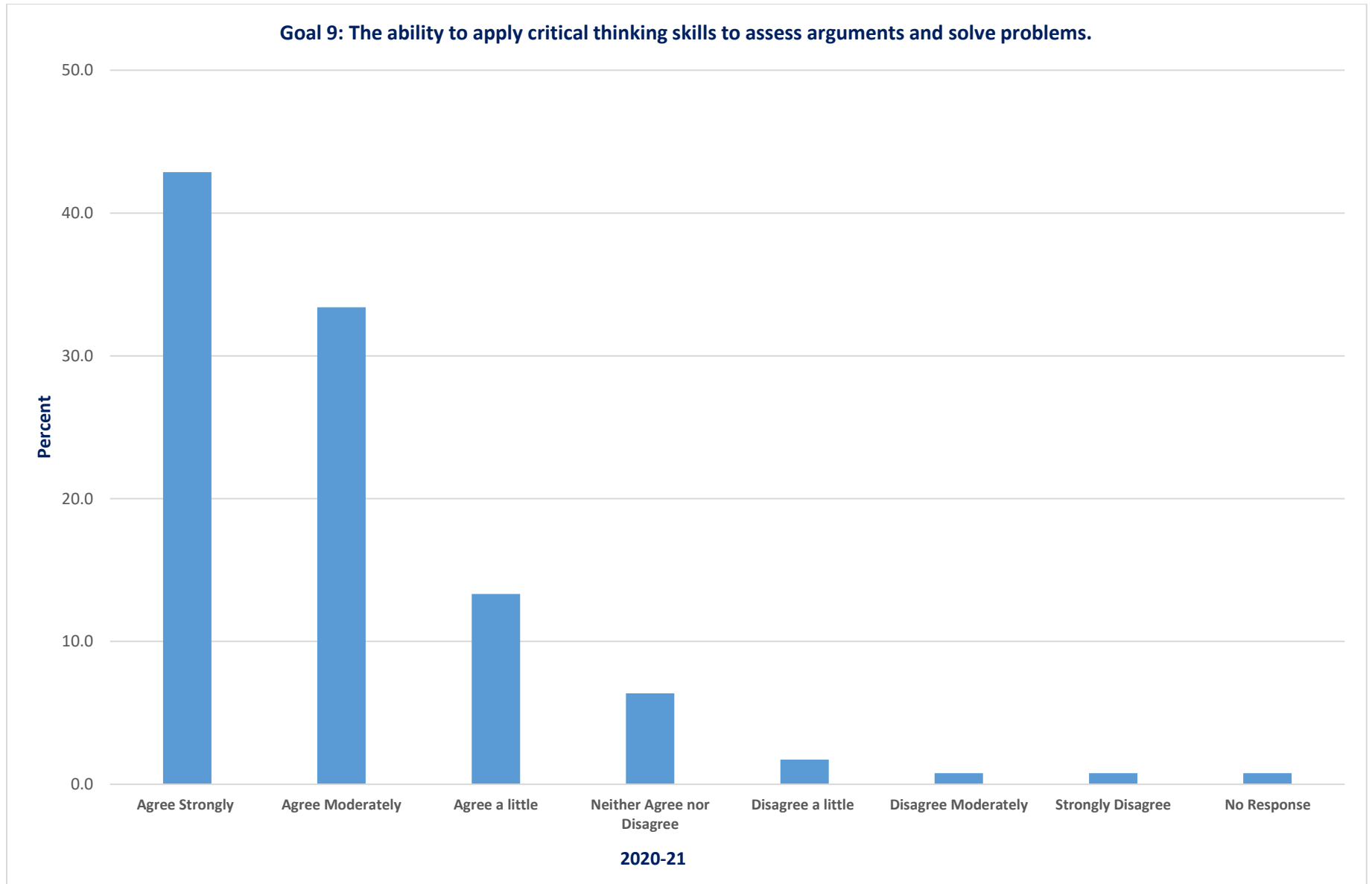
Figure 12: Evaluate specific aspects of your educational experience at FMU

Educational Experiences at FMU - General Education Goals
Fall 2020 & Spring 2021

Table 21: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction
How satisfied are you with:

		Type of degree you are receiving:		
		Bachelors	Masters	Total
		Count	Count	Count
a.) MAJOR program of study	No Response	2	1	3
	Very Satisfied	280	63	343
	Satisfied	173	50	223
	Somewhat Satisfied	43	21	64
	Somewhat Dissatisfied	9	2	11
	Dissatisfied	3	0	3
	Very Dissatisfied	1	1	2
	N/A	7	2	9
	Total	518	140	658
b.) INSTRUCTION in major program of study	No Response	1	1	2
	Very Satisfied	252	58	310
	Satisfied	187	47	234
	Somewhat Satisfied	54	27	81
	Somewhat Dissatisfied	15	5	20
	Dissatisfied	1	0	1
	Very Dissatisfied	1	0	1
	N/A	7	2	9
	Total	518	140	658
c.) OVERALL ACADEMIC EXPERIENCE	No Response	1	1	2
	Very Satisfied	227	55	282
	Satisfied	199	50	249
	Somewhat Satisfied	74	29	103

	Somewhat Dissatisfied	8	3	11
	Dissatisfied	5	0	5
	Very Dissatisfied	2	1	3
	N/A	2	1	3
	Total	518	140	658
d.) OVERALL EXPERIENCE	No Response	1	2	3
	Very Satisfied	221	56	277
	Satisfied	198	52	250
	Somewhat Satisfied	67	23	90
	Somewhat Dissatisfied	16	4	20
	Dissatisfied	6	1	7
	Very Dissatisfied	6	1	7
	N/A	3	1	4
	Total	518	140	658
e.) GENERAL EDUCATION program of study (non-major requirements)	No Response	4	3	7
	Very Satisfied	146	12	158
	Satisfied	172	17	189
	Somewhat Satisfied	116	4	120
	Somewhat Dissatisfied	25	0	25
	Dissatisfied	15	0	15
	Very Dissatisfied	5	0	5
	N/A	35	104	139
	Total	518	140	658
f.) INSTRUCTION in general education	No Response	2	3	5
	Very Satisfied	152	14	166
	Satisfied	205	19	224
	Somewhat Satisfied	93	2	95

	Somewhat Dissatisfied	20	0	20
	Dissatisfied	8	0	8
	Very Dissatisfied	4	0	4
	N/A	34	102	136
	Total	518	140	658

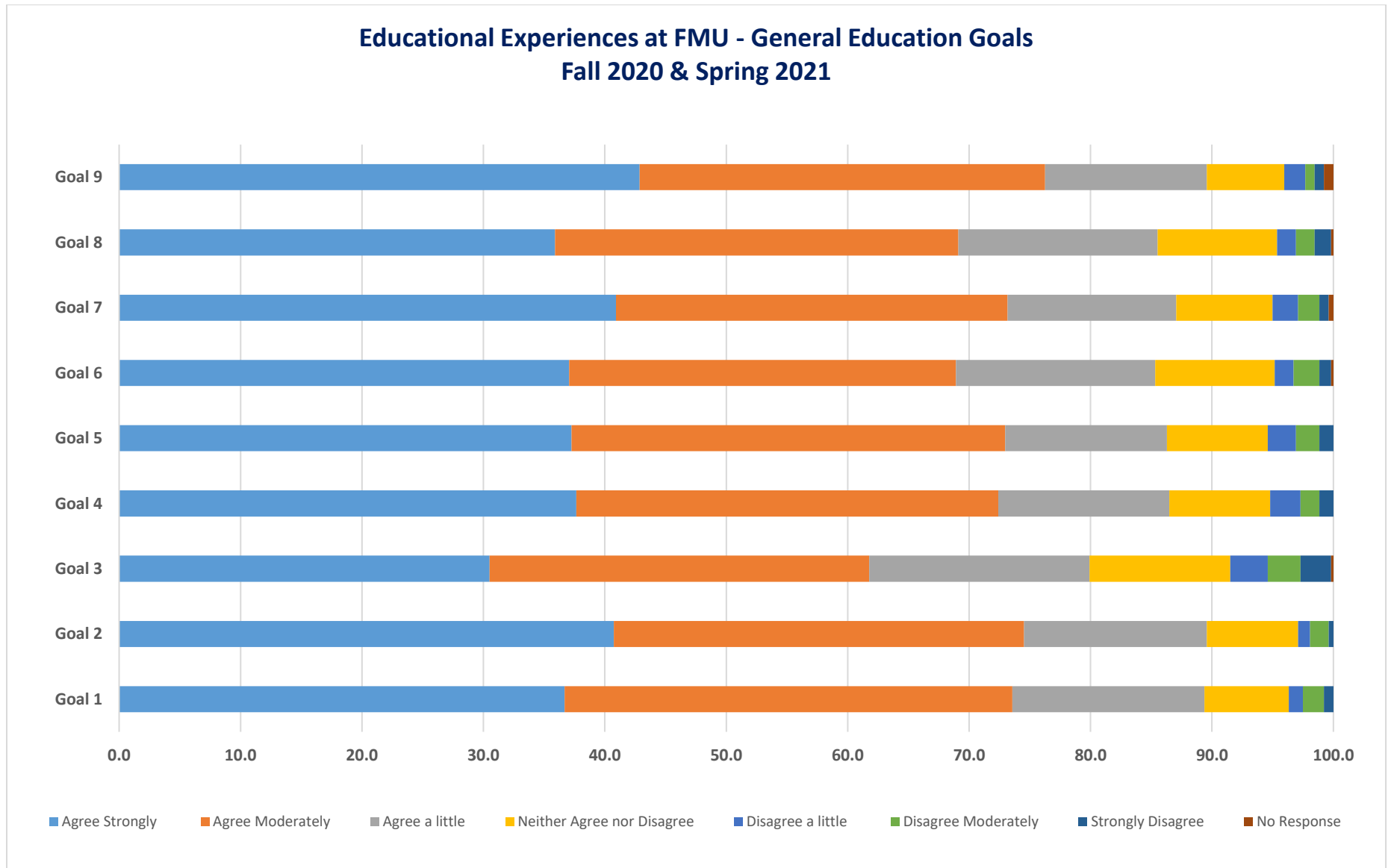*Figure 13: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction*
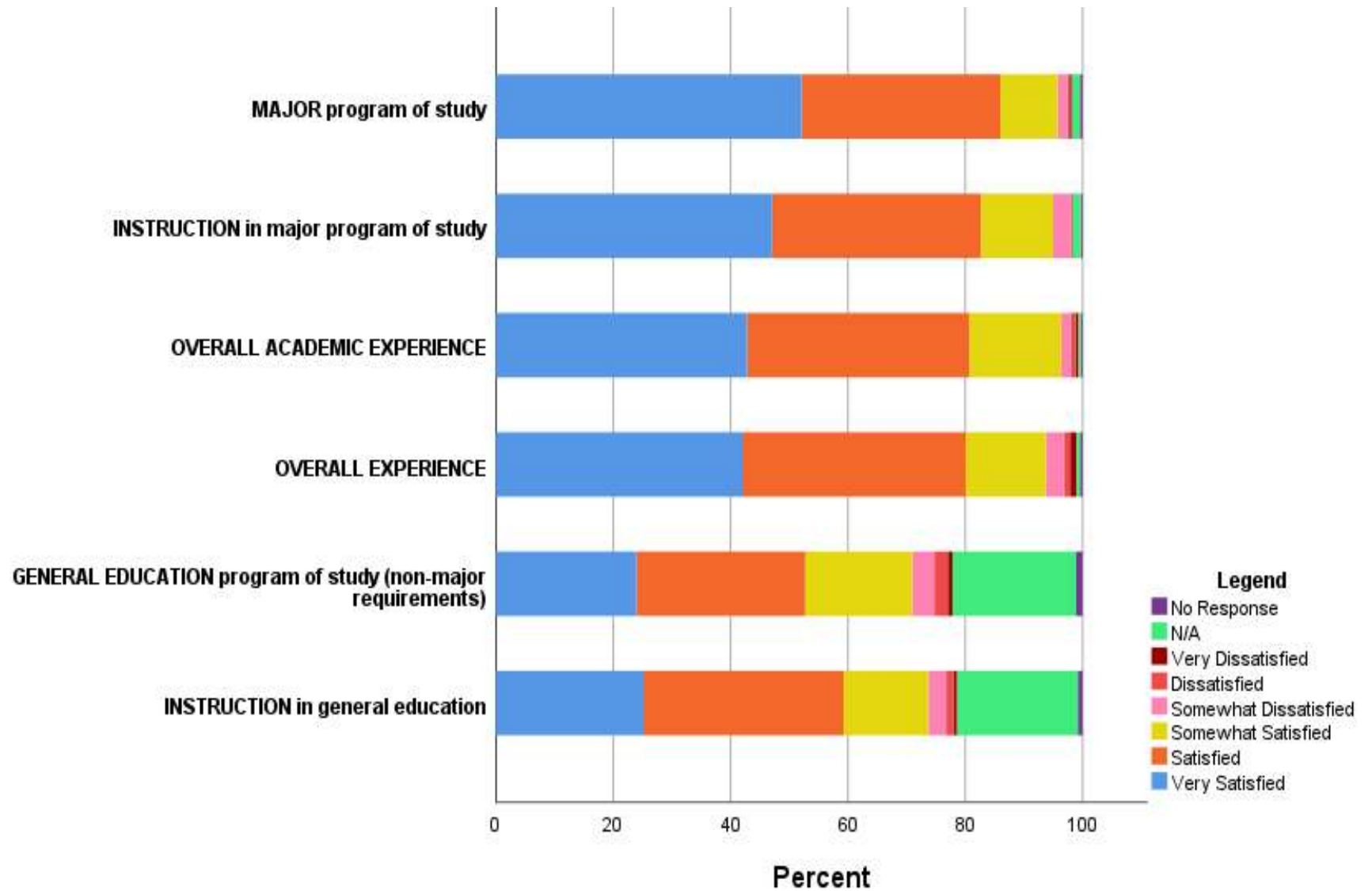How satisfied are you with:

Table 22: 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%
Lifelong learning/personal enrichment studies outside career area(s)	2020-21	658	13.70%	17.80%	22.00%	18.10%	28.10%	0.30%
Student membership in professional/disciplinary organizations	2020-21	658	15.30%	18.20%	16.70%	14.90%	34.50%	0.30%
Volunteer, public or community service	2020-21	658	18.50%	19.00%	29.20%	12.50%	20.50%	0.30%
Social/recreational organization	2020-21	658	16.10%	18.50%	18.80%	14.70%	31.50%	0.30%
Support or participation in the arts	2020-21	658	11.70%	9.60%	20.20%	17.60%	40.60%	0.30%
Participation in research with faculty	2020-21	658	9.90%	9.30%	13.40%	16.60%	50.60%	0.30%
Attendance at FMU's home games	2020-21	658	13.70%	10.20%	14.40%	15.20%	46.20%	0.30%

Figure 14: Activities Engaged at FMU for all Students
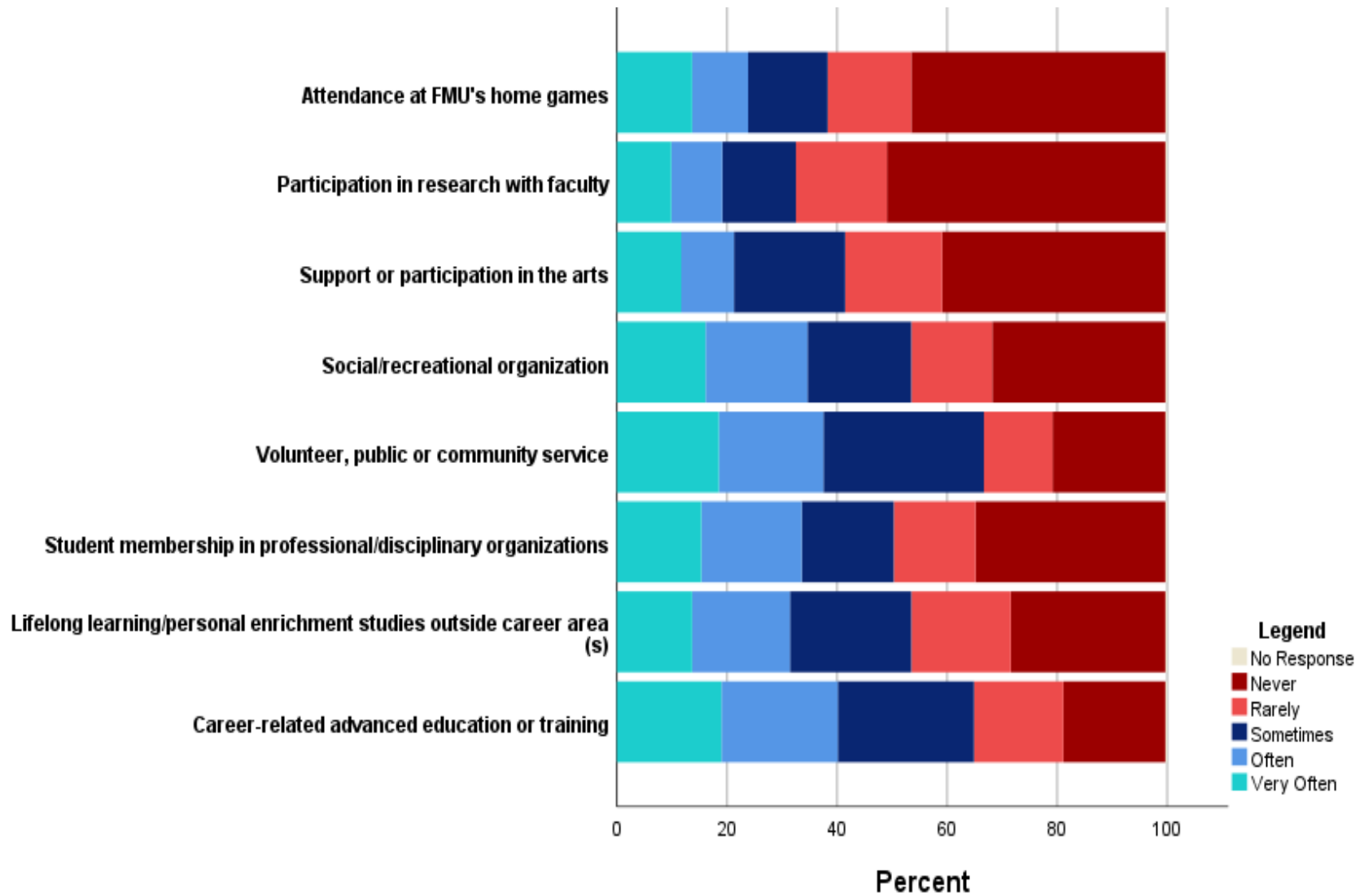
Table 23: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty by type of degree

How often did you engage in the following activities?		Type of degree you are receiving:		
		Bachelors	Masters	Total
		Count	Count	Count
Career-related advanced education or training	Very Often	87	38	125
	Often	109	30	139
	Sometimes	137	26	163
	Rarely	97	10	107
	Never	87	35	122
	No Response	1	1	2
Lifelong learning/personal enrichment studies outside career area(s)	Very Often	72	18	90
	Often	97	20	117
	Sometimes	124	21	145
	Rarely	97	22	119
	Never	127	58	185
	No Response	1	1	2
Student membership in professional/disciplinary organizations	Very Often	78	23	101
	Often	94	26	120
	Sometimes	97	13	110
	Rarely	85	13	98
	Never	163	64	227
	No Response	1	1	2
Volunteer, public or community service	Very Often	101	21	122
	Often	101	24	125
	Sometimes	159	33	192
	Rarely	67	15	82
	Never	89	46	135

	No Response	1	1	2
Social/recreational organization	Very Often	96	10	106
	Often	108	14	122
	Sometimes	108	16	124
	Rarely	79	18	97
	Never	126	81	207
	No Response	1	1	2
Support or participation in the arts	Very Often	68	9	77
	Often	58	5	63
	Sometimes	123	10	133
	Rarely	95	21	116
	Never	173	94	267
	No Response	1	1	2
Participation in research with faculty	Very Often	46	19	65
	Often	50	11	61
	Sometimes	71	17	88
	Rarely	94	15	109
	Never	256	77	333
	No Response	1	1	2
Attendance at FMU's home games	Very Often	84	6	90
	Often	63	4	67
	Sometimes	91	4	95
	Rarely	86	14	100
	Never	193	111	304
	No Response	1	1	2

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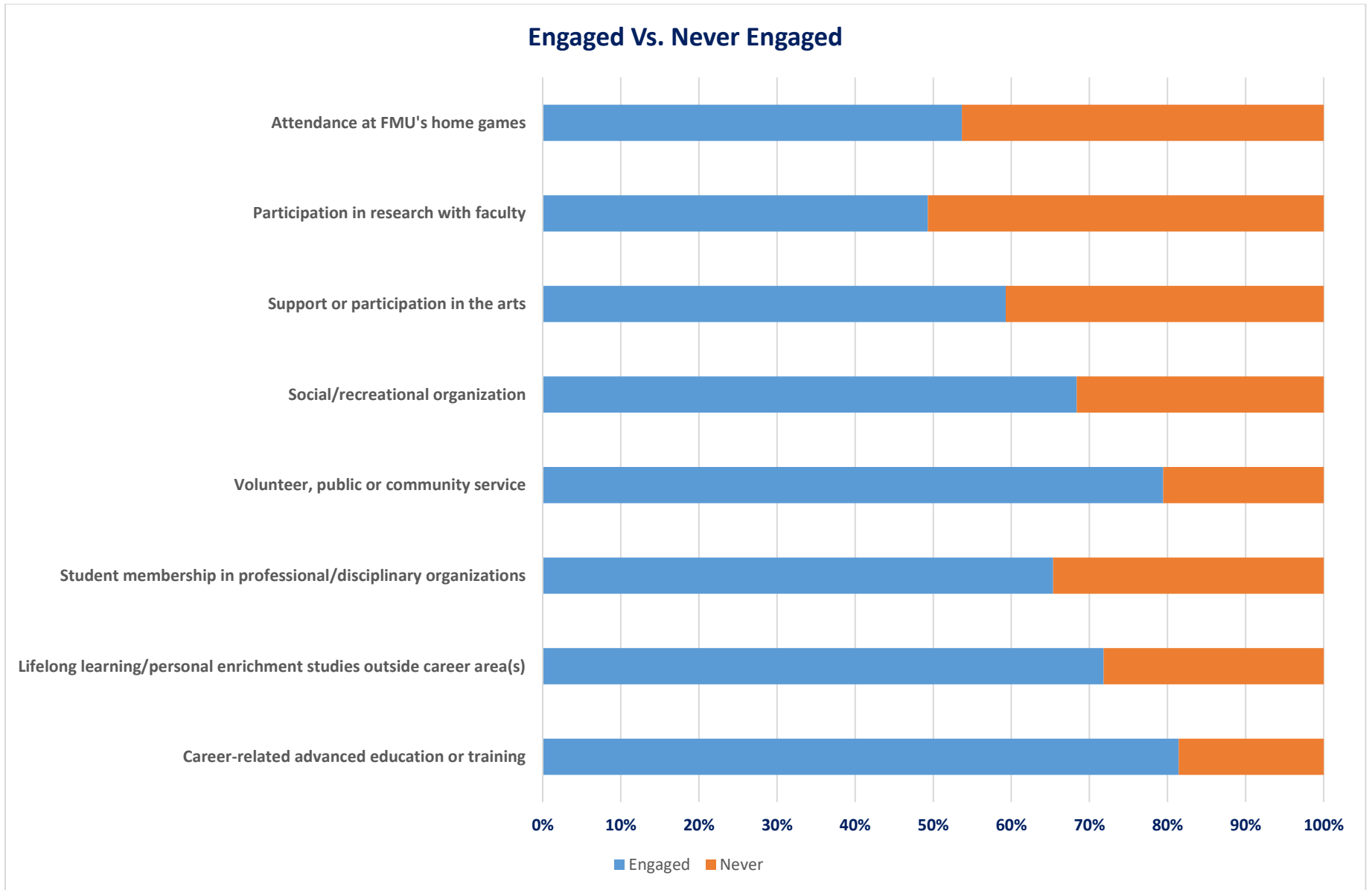
Recommendations

       This reports provides a handful of recommendations made by the Director of Institutional Effectiveness in collaboration with the Institutional Effectiveness Committee. The following are seven recommendations:

1.) Each academic unit reports the number of students who were assessed. Describe and justify sampling techniques.

2.) Identify

    a. Criterion for a course to be considered a General Education Course.

    b. Academic Levels to be considered for a General Education Course.

3.) Use one or more measures of student perception of success.

4.) Explore a computer based program to submit Program/Department Institutional Effectiveness and General Education Institutional Effectiveness Reports.

5.) Establish a rubric and criterion for assessing Department/Program General Education reports.

6.) Submit General Education Report to Academic Affairs by December 15.

7.) Provide a General Education Workshop for spring or fall 2022.

Appendix 1

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

Demographic Information

Student ID: _____   FMU Email Address: _____

Age: _____   Email Address After Graduation: _____

Gender: _____ Female   _____ Male   _____ Other

Type of degree you are receiving: _____ Bachelors   _____ Masters   _____ Doctorate

Check Your Major/Program of Study

Undergraduate Degrees

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

Graduate Degrees

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

Indicate the number of semesters that you attended FMU.	_____

Section I. Reason for Attending FMU

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

Section II. Financial Obligations

15. While at FMU I worked:	_____ On-Campus _____ Off-Campus _____ Did Not Work

16. How many hours per week did you work?	_____ 1-10 Hours _____ 11-20 Hours _____ 21-35 Hours _____ Over 35 Hours
17. While enrolled at FMU have you borrowed money to finance your tuition or educational expenses? _____ Yes _____ No	If **YES**, Indicate the category which includes the amount of money that you have borrowed. ____ Less than $5,000 ____ $25,000 - $29,999 ____ $50,000 - $54,999 ____ $5,000 - $9,999 ____ $30,000 - $34,999 ____ $55,000 - $59,999 ____ $10,000 - $14,999 ____ $35,000 - $39,999 ____ $60,000 - $64,999 ____ $15,000 - $19,999 ____ $40,000 - $44,999 ____ $65,000 or More ____ $20,000 - $24,999 ____ $45,000 - $49,999

Section III. FMU Support Services

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

	How satisfied are you with:	Very Helpful	Helpful	Somewhat Helpful	Unhelpful	Very Unhelpful	Never Used	N/A
Center for Academic Success and Advisement (CASA)	18. CASA Advising							
	19. Career Development							
	20. Tutoring Center							
	21. Writing Center							
Student Life Support Services	22. Campus Recreational Activities							
	23. Cultural Programs							
	24. Greek Life							
	25. Residence Life							
	26. Student Life (events, organizations)							
	27. Student Government							
Contractual Support Services	28. Bookstore							
	29. Dining							
	30. Laundry							
	31. Vending							
Academic Support Services	32. Faculty Advisor							
	33. Classroom Instructors							
	34. Campus Technology							
	35. Counseling and Testing							
	36. Course Syllabi							
	37. Math Lab for Math 105, Math 110, & Math 111							
	38. Library							
	39. Registrar							
	40. Study Hall (Athletics)							
Business Offices	41. Cashier's Office/Accounting							
	42. Financial Assistance							
Health & Security Support Services	43. Campus Police							
	44. Student Health Services							

Media Center Support Services	45. Media Center								

Check any of following applicable to you:

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

Section V: FMU Educational Experiences

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

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

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

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

Destination	State/Country Visited	Time Spent	Reason

Employment

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

_____ Yes   _____ No

If Yes:

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

If No:

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

Military Service

1. Are you currently serving in the military?	If Yes, _____ Full-Time Active Duty _____ Reserve/National Guard If No, _____ Veteran _____ N/A

Professional Experience

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

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

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

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

Name	How?

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

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?	_____ Yes _____ No

Was it your first intent to transfer to another institution?	_____ Yes _____ No

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

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

THANK YOU for completing the survey!

CONGRATULATIONS, GRADUATE!!!