Spring 2019

Francis Marion University

General Education Report

2017-2018 Academic Year

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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 34 Programs and Departments (2017-2018 Academic Year)

Preparers (Program/Department Institutional Effectiveness Representatives)

IE Committee Members (Jessica Burke, Rachel Spear, Jessica McCutcheon, Johnathan Munn, Hubert Setzler, and Crystal Hill-Chapman)

Vice President for Administration and Planning (Charlene Wages)

Executive Summary

This General Education Report 2017-2018 (from here will be referred to as the report), 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. 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; Francis Marion University Exit Survey results for spring 2016, 2017, and 2018; and Recommendations.

Table (i) below shows the number of program/departments reported in the General Education Reports for 2016-2017 and 2017-2018 academic years. For academic year 2017-2018, thirty-four programs/departments submitted either the IE Program/Department Reports and/or the General Education Reports. Out of these academic reports, a total of 44 Student Learning Outcomes (SLOs) addressed the nine General Education Goals. Most of these SLOs were selected from the 100 or 200-level courses. The findings are summarized in Table 2, 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 & 2017-2018 Academic Years

2016-2017 Academic Year	2017-2018 Academic Year
English Composition	English Composition
Speech Program	Speech Program
Department of Biology	Department of Biology
Physics, Industrial Engineering/ Physics & Astronomy	Physics, Industrial Engineering/ Physics & Astronomy
Mathematics Program	Mathematics Program
Department of History	Department of History
Department of Political Science & Geography	Department of Political Science & Geography
Visual Arts Program	Visual Arts Program
Chemistry Program	Sociology
	Languages
	Theatre Arts

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

Goal 1. The ability to write and speak English clearly, logically, creatively, and effectively.

- English 101, Speech 101, ARTH 221, and HIST (100-Level Courses)
- 7 Student Learning Outcomes
- Assessment Results – Target Met for five out of seven Student Learning Outcomes.
- 6 Action Items

Goal 2. The ability to read and listen with understanding and comprehension.

- Courses in Modern Languages, and ARTH 206
- 5 Student Learning Outcomes
- Assessment Results – Target Met for one out of five Student Learning Outcomes. Four out of five Student Learning Outcomes had No Results Reported for 2017-2018 report (i.e. Phase I with a proposed General Education SLOs).
- 1 Action Item

Goal 3. The ability to use technology to locate, organize, document, present, and analyze information and ideas.

- BIO 103, BIO 104, PSCI (Lab), and ARTH 221
- 3 Student Learning Outcomes
- Assessment Results – Target Met for two out of three Student Learning Outcomes. The 2nd SLO had five measurable outcomes for which the target was met for three out of the five measureable outcomes.
- 5 Action Items

Goal 4. The ability to explain artistic processes and evaluate artistic product.

- Theatre 210 & Exit Exam
- 5 Student Learning Outcomes
- Assessment Results – Target Met for three out of the five Student Learning Outcomes.
- 7 Action Items

Goal 5. The ability to use fundamental mathematical skills and principles in various applications.

- PSCI (Lab) and Math 111
- 5 Student Learning Outcomes
- Assessment Results - The 1st SLO had four measurable outcomes for which the Target Met for three out of the four measureable outcomes. Target Not Met for the rest of the Student Learning Outcomes.
- 5 Action Items

Goal 6. The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.

- BIO 103, BIO 104, and PSCI (Lab)
- 3 Student Learning Outcomes
- Assessment Results – 1st SLO had two courses assessed for which Target Met for BIO 104. 2nd SLO had two courses assessed for which Target Met for BIO 101. The 3rd SLO had seven measurable outcomes for which the Target Met for five out of the seven measureable outcomes.
- 5 Action Items

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.

- Courses in Modern Languages Program, HIST (100-Level Courses), and SOCI 201
- 7 Student Learning Outcomes
- Assessment Results – Target Met for two out of seven Student Learning Outcomes. 1st SLO had No Results Reported for 2017-2018 report (i.e. Phase I with a proposed General Education SLOs).

- 6 Action Items

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
- Target Not Met for the two Student Learning Outcomes.
- 1 Action Item

Goal 9. The ability to reason logically and think critically in order to develop problem solving skills and to make informed and responsible choices.

- ENG 101, Courses in Modern Languages, ARTH 206, and SOCI 201
- 4 Student Learning Outcomes
- Target Met in three out of four Student Learning Outcomes. 2st SLO had No Results Reported for 2017-2018 report (i.e. Phase I with a proposed General Education SLOs).
- 2 Action Item

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

General Education Goal	Reported			
	Program/Department	Course	SLOs	Assessment Results
Goal 1	**English Composition**	**ENG 101 (2017-2018)***	GE-SLO 1a	Target Met
			GE-SLO 1b	Target Not Met
	Speech Program	SPEECH 101	SLO 1.0	Target Met
			SLO 2.0	Target Met
	Visual Arts Program	ARTH 221	SLO 2.0	Target Met
			SLO 3.0	Target Met
	Department of History	HIST (100-level courses)	SLO 4.0	Target Not Met
Goal 2	**Languages**	**Courses in Modern Languages Program ***	SLO 1	Proposed General Education SLOs. No Results Reported
			SLO 2	
			SLO 3	
			SLO 4	
	Visual Arts Program	ARTH 221	SLO 4.0	Target Met
Goal 3	**Department of Biology**	**BIO 103 & BIOL 104***	SLO 3	Target Met
	Physics, Industrial Engineering/ Physics and Astronomy	**Physical Science 101 - PSCI (Lab) ***	SLO #3	3 Measurable Outcomes - Target Met
				2 Measureable Outcomes - Target Not Met
	Visual Arts Program	ARTH 206	SLO 5.0	Target Met
Goal 4	Theatre Arts	Theatre 210 & Exit Exam	SLO 1	Under Review
			SLO 2	Target Met
			SLO 3	Under Review
			SLO 4	Target Met
	Visual Arts Program	Sophomore Students	SLO 7.0	Target Met
Goal 5	**Physics, Industrial Engineering/ Physics and Astronomy**	**Physical Science 101 - PSCI (Lab) ***	SLO #5	3 Measurable Outcomes - Target Met
				1 Measureable Outcomes - Target Not Met
	Mathematics Program	**Math 111 ***	SLO 1.0	Overall Target Not Met
			SLO 2.0	Overall Target Not Met
			SLO 3.0	Overall Target Not Met
			SLO 4.0	Overall Target Not Met
Goal 6	**Department of Biology**	**BIO 103 & BIOL 104***	SLO 1	Target Met for BIO 104
				Target Not Met for BIO 103
			SLO 2	Target Met for BIO 104
				Target Not Met for BIO 103
	Physics, Industrial Engineering/ Physics and Astronomy	**Physical Science 101 - PSCI (Lab) ***	SLO #6	5 Measurable Outcomes - Target Met
				2 Measureable Outcomes - Target Not Met

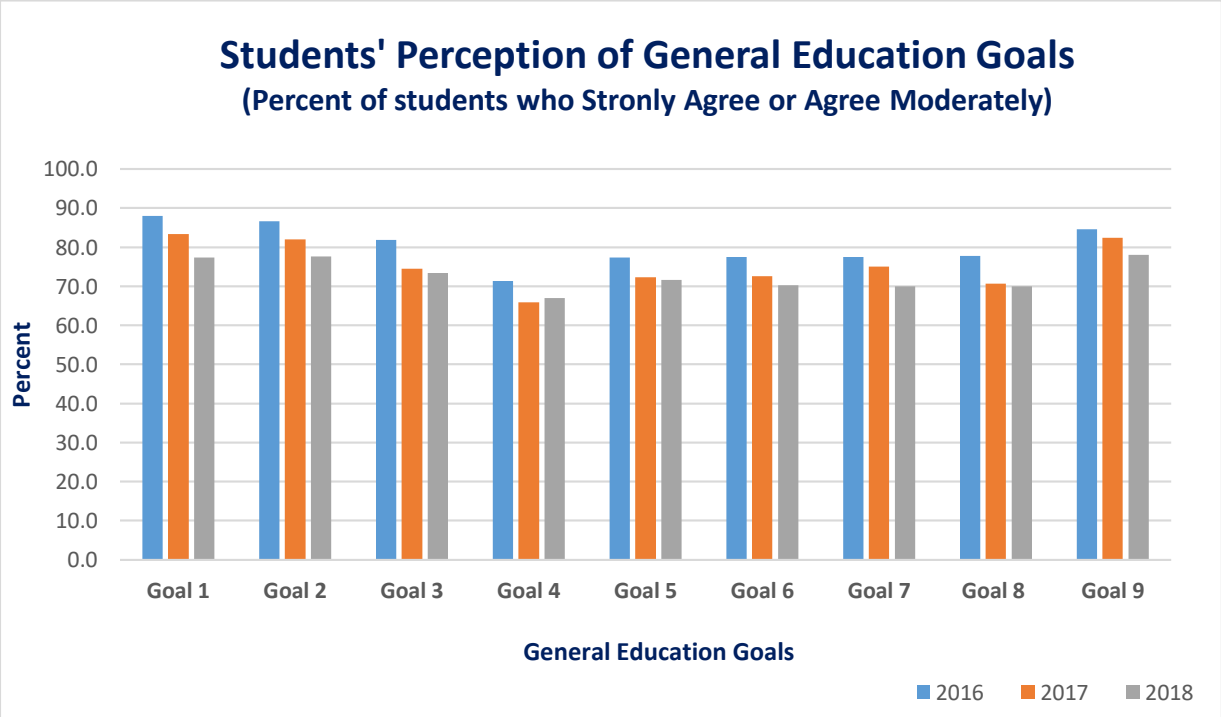
General Education Goal	Reported			
	Program/Department	**Course**	**SLOs**	**Assessment Results**
Goal 7	**Languages**	**Courses in Modern Languages Program ***	SLO 5	Proposed General Education SLOs. No Results Reported
	Department of History	**HIST (100-level courses)**	SLO 3.0	Target Not Met
			SLO 5.0	Target Not Met
			SLO 5.1	Target Not Met
			SLO 6.0	Target Not Met
	Sociology	**SOCI 201**	SLO 7e	Target Met
			SLO 7f	Target Met
Goal 8	Department of Political Science and Geography	POL 101	SLO 1.0	Target Not Met
	Department of Political Science and Geography	POL 103	SLO 2.0	Target Not Met
Goal 9	**English Composition**	**ENG 101 (2017-2018) ***	GE-SLO 9	Target Met
	Languages	**Courses in Modern Languages Program ***	SLO 9	Proposed General Education SLOs. No Results Reported
	Visual Arts Program	ARTH 221	SLO 4	Target Met
	Sociology	**SOCI 201**	SLO 9b	Target Met

* Submitted General Education Program/Department report

Note: Assessment Methods and Action Items for each SLO can be viewed in General Education Competencies section.

The 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 IV of the Exit Survey (see Appendix I on page 71-73). Section IV measures success of each goal based on students' perception and experiences. The survey uses a Likert scale ranging from strongly agree to strongly disagree. Chart (i) illustrates part of these result, which can be found in Table 15 on page 55-56. In Chart (i), each bar denotes the percent of students who moderately or strongly agree that their General Education Courses helped them achieve a specific General Education Goal. The three bars above each goal illustrates the relative frequency for the three spring consecutive years: 2016, 2017, and 2018. From the data and for each goal, greater than 65% (spring 2018) of the students taking the survey strongly agree or agree moderately that their general education courses have helped them achieve the institution's nine General Education Competencies.

Chart (i): Student's Perception of General Education Goals



Following, Table 16 on page 66 shows students' satisfaction level based on their General Education program of study (non-major requirements). It indicates that 77.8% (spring 2018) of students were very satisfied or satisfied (on a Likert scale ranging from Very Satisfied to Very Dissatisfied). And, 78.9% of students indicated they were Very Satisfied or Satisfied with their instruction with their general education. Finally, Table 17 on page 68 and Chart 15 in the report illustrates responses on students' engagement level across activities on and off campus.

In conclusion The General Education Report (2017 -2018) 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 spring 2016, 2017, and 2018; and Recommendations. As a result, five recommendations made by the Director of Institutional Effectiveness and the Institutional Effectiveness Committee are:

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

College-Level General Education Competencies & Evaluation Process

The 2011 General Education Review helped to review, revised and establish the current nine General Education Goals listed below. The nine goals have been approved by the General Faculty, the President and the Board of Trustees. The goals are grouped into six areas of knowledge – Communication, Social Sciences, Humanities, Humanities/Social Sciences Elective, Mathematics, and Natural Sciences.

General Education Goals

The following are the nine goals used to assist students with The General Education program:

Goal 1. The ability to write and speak English clearly, logically, creatively, and effectively.

Goal 2. The ability to read and listen with understanding and comprehension.

Goal 3. The ability to use technology to locate, organize, document, present, and analyze information and ideas.

Goal 4. The ability to explain artistic processes and evaluate artistic product.

Goal 5. The ability to use fundamental mathematical skills and principles in various applications.

Goal 6. The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.

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.

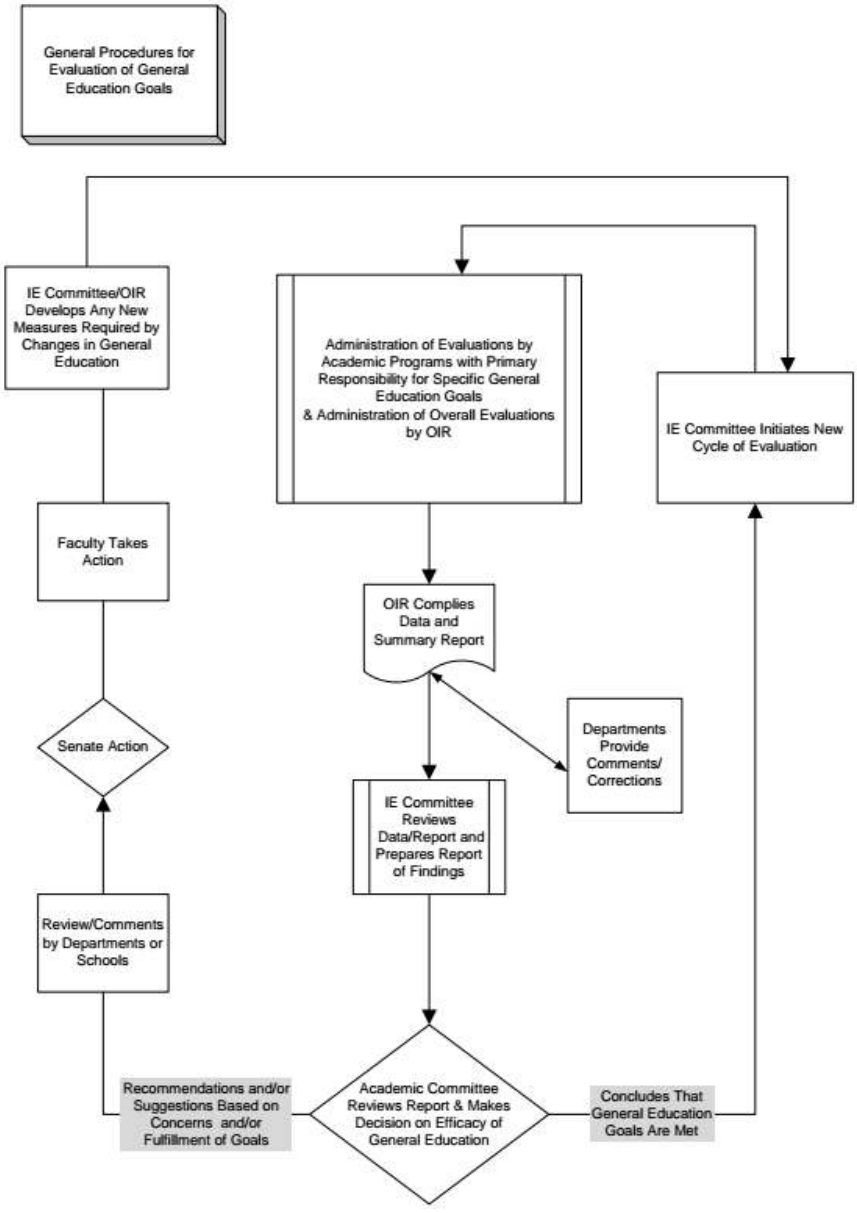
Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

Goal 9. The ability to reason logically and think critically in order to develop problem solving skills and to make informed and responsible choices.

General Education Program Evaluation Process

The flowchart in Figure 1 below breaks the dynamic and collaborative General Education Program Evaluation process. The process involves Francis Marion University's Academic Programs/Departments, Office of Institutional Effectiveness, Institutional Effectiveness Committee, Academic Affairs Committee, Faculty Senate, and the Full Faculty.

Figure 1: The Process for the General Education Program Evaluation



General Education Reports

For the 2017-2018 academic year, all thirty-four programs/departments submitted program/department Institutional Effectiveness (IE) reports to the Office of Institutional Effectiveness. Six programs/departments also provided their General Education Reports. These six programs were English Composition; Department of Biology; Physics, Industrial Engineering & Astronomy; Modern Languages; Mathematics Program; and Sociology.

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 Figure 2. SLOs relevant to General Education Goals were drawn from 100 and 200 level courses. Shown in Table 1 are the courses, 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 4 to 14. Alternatively, Table 2 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.

Figure 2: Identifying Student Learning Outcomes

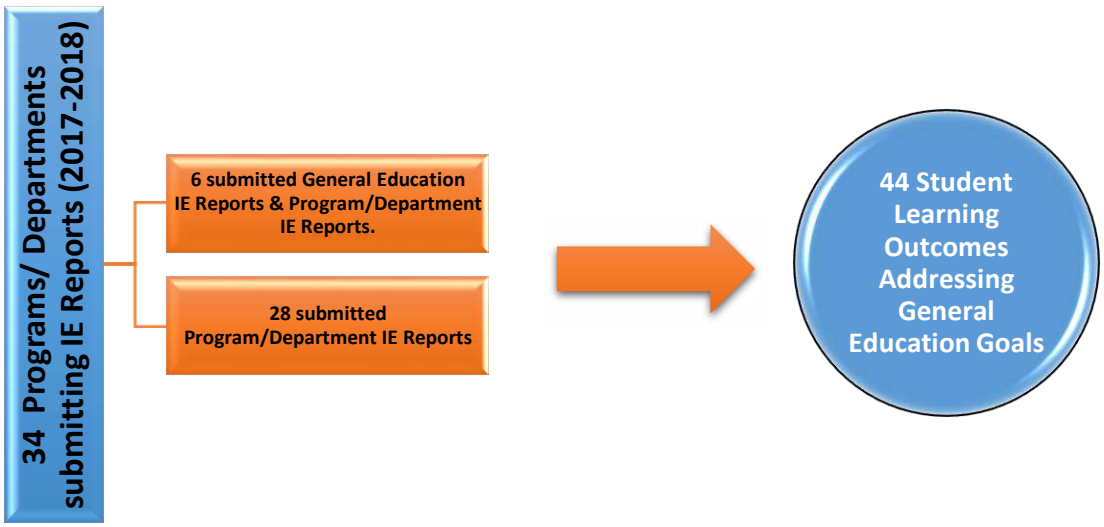


Table 1: Student Learning Outcomes addressing General Education Goal(s) by Course(s) and Programs/Departments.

Department/Program	Course Number	General Education Goals	Student Learning Outcomes
English Composition	**ENG 101 ***	Goal 1	2
		Goal 9	1
Speech Program	SPCO 101	Goal 1	2
Department of Biology	**BIO 103 & BIO 104***	Goal 6	2
		Goal 3	1
Physics, Industrial Engineering & Astronomy	**PSCI 101 (Lab)***	Goal 3 & Goal 5 & Goal 6	7
Modern Languages	**Courses in Modern Languages Program***	Goal 2	4
		Goal 7	1
		Goal 9	1
Theatre Arts	THEA 210 & seniors	Goal 4	4
Mathematics Program	**Math 111***	Goal 5	4
Department of Political Science & Geography	POL 101 & POL 103	Goal 8	2
Visual Arts Program	ARTH 221	Goal 1	2
		Goal 2 & Goal 9	1
	ARTH 206	Goal 3	1
	Sophomore Students	Goal 4	1
Department of History	Lower-division (100 level courses)	Goal 7	4
		Goal 1	1
Sociology	**SOCI 201***	Goal 7 & Goal 9	3
Total Student Learning Outcomes			**44**

*** Programs/Departments Submitted General Education Reports**

Table 2: Course(s) used to assess General Education Goals by Department and Preparer

General Education Goal	Reported		
	Program/Department	**Course**	**Preparer**
Goal 1	**English Composition**	**ENG 101 (2017-2018)***	**Rachel Spear**
	Speech Program	SPEECH 101	Bryan Fisher
	Visual Arts Program	ARTH 221	Gregory G. Fry & D. Keith Best
	Department of History	HIST (100-level courses)	Scott Kaufman
Goal 2	**Languages**	**Courses in Modern Languages Program ***	**Wendy Caldwell**
	Visual Arts Program	ARTH 206	Gregory G. Fry & D. Keith Best
Goal 3	**Department of Biology**	**BIO 103 ***	**Ann Stoeckmann**
	Department of Biology	**BIO 104 ***	**Ann Stoeckmann**
	Physics, Industrial Engineering/Physics and Astronomy	**Physical Science 101 - PSCI (Lab) ***	**Joe H. Mehaffey**
	Visual Arts Program	ARTH 206	Gregory G. Fry & D. Keith Best
Goal 4	Theatre Arts	Theatre 210 & Seniors	Dawn Larsen
	Visual Arts Program	Sophomore Students	Gregory G. Fry & D. Keith Best
Goal 5	**Physics, Industrial Engineering/Physics and Astronomy**	**Physical Science 101 - PSCI (Lab) ***	**Joe H. Mehaffey**
	Mathematics Program	**Math 111 ***	**Minerva Brauss, Thomas Fitzkee, George Schnibben and Sophia Waymyers**
Goal 6	**Department of Biology**	**BIO 103 ***	**Ann Stoeckmann**
	Department of Biology	**BIO 104 ***	**Ann Stoeckmann**
	Physics, Industrial Engineering/Physics and Astronomy	**Physical Science 101 - PSCI (Lab) ***	**Joe H. Mehaffey**
Goal 7	**Languages**	**Courses in Modern Languages Program ***	**Wendy Caldwell**
	Department of History	HIST (100-level courses)	Scott Kaufman
	Sociology	**SOCI 201***	**Jessica Burke**
Goal 8	Department of Political Science and Geography	POL 101	Natalie P. Johnson
	Department of Political Science and Geography	POL 103	Natalie P. Johnson
Goal 9	**English Composition**	**ENG 101 (2017-2018) ***	**Rachel Spear**
	Languages	**Courses in Modern Languages Program ***	**Wendy Caldwell**
	Visual Arts Program	ARTH 221	Gregory G. Fry & D. Keith Best
	Sociology	**SOCI 201***	**Jessica Burke**

* Submitted General Education Program/Department report

Table 3 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 3 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 3: Course(s) with Student Learning Outcomes addressing General Education Goals by Areas of Student Knowledge

Areas of Student Knowledge		Courses	Course(s) with SLOs Mapping to GEG	B.S., B.B.A, B.G.S, B.S.N	B.A., B.B.A., B.G.S
Communications				**9 Hours**	**21 Hours**
	1	English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	**ENG 101 (2017-2018)**	6	6
	2	Speech Communication 101	Speech 101	3	3
	3	Foreign Language (B.A. requires completion of a 202 level course)	**Courses in Modern Languages Program**	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**	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 206 & ARTH 221	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)				**12**	**8**
	1	Biology	**BIOL 103 & BIOL 104**	4	4
	2	Chemistry, Physics, or Physical Science	**Physical Science 101 – PSCI (Lab)**	4	4
	3	Astronomy, Biology, Chemistry, Physics, Physical Science, Psychology 206/216, or Honors 280-289	**BIOL 103 & BIOL 104 Physical Science 101 - PSCI (Lab)**	4	0
Total Semester Hours for the General Education Program				**48**	**59**

Student Learning Outcomes and General Education Goals by Program/Department

The programs/departments listed below addressed the General Education Program using a total of 44 Student Learning Outcomes (SLOs).

- English Composition
- Speech Program
- Department of Biology
- Physics, Industrial Engineering/Physics & Astronomy
- Languages
- Theatre Arts
- Mathematics Program
- Department of History
- Department of Political Science & Geography
- Visual Arts Program
- Sociology

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 competency.

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 in the next academic year.

English Composition

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 are two General Education goals to which the composition program is closely linked:

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively. [Note: The composition program does not assess speaking skills.]

Goal 9: The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices. [Note: The composition program does not assess the ability to make "responsible choices."]

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 2017-2018, the program pulled from indirect and direct assessments. Specifically, 556 composition students, or about 71% of fall composition students taking any composition course, participated in a writing attitude survey. In addition, we performed a direct assessment of our ENG 101. Our end-of-the-semester direct assessment of ENG 101 consisted of 90 randomly selected papers from 18 sections of ENG 101. For a complete explanation of the assessment methods, refer to the English Composition Program's Institutional Effectiveness Report: Academic Year 2017-2018. That report also contains the program's mission as well as the results of direct and indirect assessment.

Table 4: Student Learning Outcomes and General Education Goals (1 & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENG 101	**English Composition**	**Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively**	GE-SLO 1a: The paper(s) demonstrate(s) that the student can write English clearly, logically, and effectively.	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. With this being our pilot year to assess the General Education goals in this manner, we do not yet have baselines and will use this pilot to establish such. In addition, we recognize that this assessment does not account for the different layers in which the paper may be assessed in relation to the General Education goals and that the data may be skewed, limiting the assessment in this manner. As a result, we are making our target lower than our program target, setting it at 70%. The assessment method mirrored our programmatic assessment. When two or more scores deviated by more than one point, the essay had a third read; seven essays had third reads.	RESULTS: 77% of the essays successfully met this measure. Specifically, 69 out of the 90 had an average score of 2.5 or greater on the 4-point scale.
			GE-SLO 1b: The paper(s) demonstrate(s) that the student can write English creatively (or stylistically).		RESULTS: 43% of the essays successfully met this measure. Specifically, 39 out of the 90 had an average score of 2.5 or greater on the 4-point scale.
		Goal 9: The ability to reason logically and think critically to develop problem-solving skills and to make informed and responsible decisions.	GE-SLO 9: The paper(s) convey(s) that the student can reason logically and critically in relation to their research and composition skills.		RESULTS: 73% of the essays successfully met this measure. Specifically, 66 out of the 90 had an average score of 2.5 or greater on the 4-point scale.

Action Items:

- GE-SLO 1a - TARGET ACHIEVEMENT AND DISCUSSION: The target was met. No discussion needed.

- GE-SLO 1b - TARGET ACHIEVEMENT AND DISCUSSION: The target was not met. This particular SLO 1 was divided into an (a) and (b) category by the committee as we thought that it might be hard for assessors to accurately assess based on that "creatively" wording. However, there may also be some correlation to students' lack in confidence to write with "effective rhetorical strategies" (something we saw with the indirect assessment of the program). We will continue to watch this to determine whether or not we feel as if we can assess this measure accurately. In addition, action items related to helping to improve students' ability to write with effective rhetorical strategies extends to this and will double as an action item related to this GE-SLO 1b as well.

- GE-SLO 9 - TARGET ACHIEVEMENT AND DISCUSSION: The target was met. No discussion needed.

Speech Program

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

Table 5: Student Learning Outcomes and General Education Goals (1)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
SPCO 101	**Speech Program**	**Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.**	SLO1.0: 70% of students in SPCO 101 will improve their overall performance on eight speaking competencies at the end of the semester (Benchmark = 73%).	SLO1.0: 70% of students in SPCO 101 will improve their overall performance on score eight speaking competencies at the end of the semester (Benchmark = 73%) as measured by the National Communication Association (2013) *Competent Speaker Form.*	SLO 1.0: 87.5% % of students taking SPCO 101 improved their posttest score on eight speaking competencies as measured by the Competent Speaker Form published by the National Communication Association (2013). This outcome represents a 22% positive change over 2016-2017 and since our target was 70%, the goal was achieved.
			SLO 2.0: 80% of students in SPCO 101 will indicate a positive endorsement level of 80% or higher when describing their confidence in their ability to perform five speaking competencies (New measure. No benchmark).	SLO 2.0: 80% of students in SPCO 101 will indicate a positive endorsement level of 80% or higher when describing their confidence in their ability to perform five speaking competencies (Benchmark = 81%) as measured by a 5-question Likert-styled survey.	SLO 2.0: 87.7% of students taking SPCO 101 indicated that they agreed or strongly agreed that they felt more confident in their ability to perform five speaking competencies as measured by a 5-question Likert-style scale. This outcome represents an 8% positive change over 2016-2017 and since our target was 80%, this goal was achieved.

Action Items:

- SLO 1.0: 87.5% of students taking SPCO 101 improved their posttest score on eight speaking competencies. as measured by the Competent Speaker Form published by the National Communication Association (2013). As our goal was 70%, the target was achieved. While we surpassed our target, the faculty in the Mass Communication Department met and decided that more could be done to improve this learning outcome. Based on the data, the Speech Program will take the following steps in 2018-2019 to improve student outcome in this area. Using an electronic version of the 2013 Competent Speaker Form will allow computer analysis of all eight individual competencies on the form. In addition to tracking student overall performance on the competencies (as we have been), we have tracked performance on each of the eight competencies. Based on this data, we will refine our coursework even further.

- SLO 2.0: 87.7% of students taking SPCO 101 indicated that they agreed or strongly agreed that they felt more confident in their ability to perform five speaking competencies as measured by a 5-question Likert-style scale. As our goal was 80%, the target was achieved. While we surpassed our target for SLO 2.0, the faculty in the Mass Communication Department met and decided that more could be done to improve this learning outcome. Based on the data, the Speech Program will take the following steps in 2018-2019 to improve student outcome in this area. We began to use an electronic version of our survey that students will complete online. One immediate benefit is that we will survey all students taking SPCO 101. Further, the electronic form allows for computer analysis of each of the five competencies on the survey individually. This data will highlight areas needing improvement and allow us to make pedagogical changes in our course.

Assessment Tool - SLO 1: Designed by the National Communication Association, the *Competent Speaker* form includes eight measures 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.*

Assessment Tool: SLO 2.0: The self-report survey measures the extent to which, after taking the course, students feel more confident in their ability to:

1.) *choose and narrow a topic for a given audience and a given amount of speaking time.*
2.) *gather quality research material to support thesis and main points.*
3.) *organize material into a clear message and easy-to-follow progression.*
4.) *use appropriate and effective language for a given audience and speaking situation.*
5.) *offer a clear and smooth delivery of the message.*

Department of Biology

Preparer: Dr. Ann Stoeckmann submitted the Program/Department IE report and the General Education Program/Department report.

Executive Summary of Report

The Biology Department assessed student achievement in the two general education courses offered by the department (Bio 103 and 104) with cumulative exams. The Bio 103 exam was revised this year to include additional critical thinking questions. This academic year we implemented the use of "pre-post testing" to assess achievement from the beginning to the end of the semester in Bio 104 course. We created different but comparable forms of each exam to ensure that the student is not taking the same exam twice. Results show low achievement and room for improvement in both sets. We will continue discussions of these issues related to low achievement. To improve student performance, we will enhance instruction in areas we determine from the exam results need to be reinforced.

General Education - Science-Related Student Learning Outcomes:

The Department of Biology offers two courses that non-majors may take to complete science-related general education requirements at FMU (Biology 103 and 104). To assess student success in meeting the science-related learning outcomes 1 and 2 above, a course-specific cumulative exam (multiple choice format) was administered. We implemented the use of "pre-post testing" to assess achievement from the beginning to the end of the semester in each course. In Bio 104 we created different but comparable forms of each exam to ensure that the student is not taking the same exam twice. We administered the exam to Biology 103 students at the beginning and at the end of the Fall semester 2017 and to Biology 104 students at the beginning and at the end of Spring 2018. Students are expected to achieve a score of 60% or higher on the cumulative exam. We regard the mean percent score of the exam results to be a reasonable indicator of student-success in meeting the two science-related general education learning outcomes.

Student use of technology (SLO 3) is incorporated into the required laboratory portions of the non-majors courses. All students gather data and use technology and instrumentation in a variety of laboratory exercises in these courses. For example, students use scientific instrumentation to gather data and do statistical testing, use spreadsheets, and create graphs to evaluate the data collected. The process of gathering the necessary data for each laboratory exercise requires accuracy in taking measurements and using the technology and instrumentation correctly.

We also assess learning outcome 3 by the proportion of courses that incorporate technology in some form. Access to and use of technology is imbedded into biology courses in a variety of ways. Student use of technology is incorporated into both lectures and the laboratory portions of the biology courses and students must successfully use the technology to complete assignments. All students gather data and use technology and instrumentation in a variety of laboratory exercises in these courses. Students must successfully use scientific instrumentation to gather data, and software to use spreadsheets, and do statistical testing, and create graphs to evaluate the data collected to complete assignments. The process of gathering the necessary data for each laboratory exercise requires accuracy in taking measurements and using the technology and instrumentation

correctly. In addition to data collection required all laboratories, specific instrumentation is used in lecture sections and laboratories. Our benchmark is 90% of our courses require that students use at least one form of technology. This benchmark adjusts for courses that may not lend themselves to use of technology such as diversity of organism courses.

There are three learning outcomes of the general education that are science-related:

Table 6: Student Learning Outcomes and General Education Goals (3 & 6)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
BIO 103 BIO 104	**Department of Biology**	**Goal 6: The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.**	SLO 1: The student will have an understanding of the natural world.	SLO 1: The student will have an understanding of the natural world at the overall average of 60% as measured by a cumulative exam.	SLO 1: The student demonstrated an understanding of the natural at an overall average of 60% as measured by a cumulative exam. Since our goal was 60%, this target was achieved by the Spring semester 2018 Bio 104 students but was not achieved by the Fall 2017 Biol 103 students.
			SLO 2: The student will be able to think critically and to apply scientific principles to reach conclusions.	SLO 2: The student will be able to think critically and to apply scientific principles to reach conclusions at the overall average of 60% as measured by a cumulative exam.	SLO 2: The student demonstrated the ability to think critically and to apply scientific principles to reach conclusions at an overall average of 60% as measured by a cumulative exam. Since our goal was 60%, this target was achieved by the spring semester 2018 Bio 104 students but was not achieved fall 2017 Biol 103 students.
		Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.	SLO 3: The student will be able to use technology.	SLO 3: The student will be able to use technology.	SLO 3: Students use technology and instrumentation as they gather data and analyze results to complete laboratory exercises. Access to and use of technology is imbedded into biology courses in a variety of ways. On-line courses are dependent on technology; Bio 104 lecture was taught as an on-line course this spring. Table 7 lists technology used in Biology courses and laboratories. The majority of lectures and labs (average = 93.5%; fall 18/19 = 95%; spring 22/24= 92%) have some exposure to technology imbedded into them. Thus, we met our benchmark of 90% of courses requiring students using some form of technology. A variety of technology is incorporated by instructors into our courses at all levels into both lectures and laboratories. The types of uses vary including posting grades and assignments, on-line quizzes, and use of software programs and instrumentation in laboratories. In addition to the listings below, Excel and Prism (graphing program) are the programs that the department recommends students use and are used routinely by courses that require data analysis and graphing.

Assessment Results Continued

SLO 1 and SLO 2:

Tables 1 and 2 below list the exam questions that apply to each learning outcome and summarize the results. The BIO 103 exam was revised this year. We administered exams at the beginning and the end of the semester in both courses.

Table 1- **(Program/Department IE Report)**. Summary of results of the Biology 103 cumulative exam administered in Fall 2017 at the beginning and at the end of the semester and results from Fall 2016.

Student Learning Outcome	**Assessment** (question that pertains to each learning outcome)	**Result** (Mean percent correct)		
		Fall 2016	Fall 2107 Beginning	Fall 2017 End
1. The student will have an understanding of the natural world.	6-8, 11-15	58.5%	43.2	57.9
2. The student will be able think critically and to apply scientific principles to reach conclusions.	1-5, 9,10,16-18	65.1%	54.6	59.3
Number of students		121	113	87
Overall mean		61.8%	49.7%	58.6%

Table 2 - **(Program/Department IE Report).** Summary of results of the Biology 104 cumulative exam administered in Spring 2018 at the beginning and at the end of the semester and results from Spring 2016.

Student Learning Outcome	**Assessment** (question that pertains to each learning outcome)	**Result** (Mean percent correct)		
		Spring 2017	Spring 2018 Beginning	Spring 2018 End
1. The student will have an understanding of the natural world.	1, 2, 4-8, 10, 15, 17, 19	63.9%	47.1%	67%
2. The student will be able think critically and to apply scientific principles to reach conclusions.	9, 12 -14, 16, 18, 20	51.7%	53.5%	55%
Number of students		119	51	48
Overall mean		55.9%	49.9%	62.2%

Biology 103: Although student achievement improved by the end of the semester it did not meet our benchmark of 60% and achievement decreased compared to last year. Students performed slightly better and were closer to the benchmark on those questions that assessed achievement of SLO 2 (critical thinking and applying scientific principles) than they did on SLO 1 questions (understanding the natural world). Our benchmark was not reached for SLO 1 questions.

Biology 104: Student achievement at the end of the semester met our benchmark of 60%, increased from the beginning to the end of the semester, and increased over last year's results. Achievement on the questions that assess SLO 1 (understanding the natural world) was above our benchmark. Results for SLO 2 (critical thinking and applying scientific principles) were below the benchmark.

SLO 3:

Students use technology and instrumentation as they gather data and analyze results to complete laboratory exercises.

Access to and use of technology is imbedded into biology courses in a variety of ways. On-line courses are dependent on technology; Bio 104 lecture was taught as an on-line course this spring. Table 7 lists technology used in Biology courses and laboratories. The majority of lectures and labs (average = 93.5%; fall 18/19 = 95%; spring 22/24= 92%) have some exposure to technology imbedded into them. Thus, we met our benchmark of 90% of courses requiring students using some form of technology. A variety of technology is incorporated by instructors into our courses at all levels into both lectures and laboratories. The types of uses vary including posting grades and assignments, on-line quizzes, and use of software programs and instrumentation in laboratories. In addition to the listings below, Excel and Prism (graphing program) are the programs that the department recommends students use and are used routinely by courses that require data analysis and graphing.

Table 7 **(Program/Department IE Report)**. Types of technology, the uses, the courses this technology is incorporated.

Program	Use	Course number
Blackboard	posting grades, announcements, resources, course notes, homework	102, 103, 104, 105, 106, 115L, 120, 202, 205, 210, 215, 301, 302, 305, 307, 308, 311, 317, 320, 401, 406, 407, 409, 412
	On-line quizzes	102, 103, 105, 104, 308, 401, 407
	Submit assignments	406
Textbook/publisher website/resources	Homework, assignments, quizzes	105
	Virtual labs, exercises	205, 401
Other programs	Symbio	106, 210, 308, 317, 402, 411
	ArcGIS	202, 308, 402, 411
	Mesquite	106, 409
	Image analysis	301
IPads		306, 412
Instructor created websites	Course resources, grades	215, 236
Vernier and Pasco Probes (various), O2 & pH meters, EEG	Lab data collection	103, 115, 120, 236, 406 308, 317

Action Items:

SLO 1 & SLO 2:

- 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.
- To improve student achievement, faculty will reinforce certain core principles and concepts and critical thinking skills. We will ensure that instruction will be enhanced in the areas where targets were not achieved (Bio 103 – concepts and critical thinking; Bio 104 critical thinking).
- We implemented pre- and post- exams at the beginning and end of the courses this academic year and will continue this practice in the 2018-2019 academic year. In Bio 104 we created different but comparable forms of each exam to ensure that the student is not taking the same exam twice. Creation of different but comparable forms of each exam for Bio 103 was not completed and will be carried over to the 2018-2019 academic year.
- We evaluated the exams for balance between content vs critical thinking and revised the Bio 104 exam to include additional critical thinking questions. However, the evaluation of the Bio 104 exam was not fully completed. That evaluation and the incorporation of additional case study questions and data analysis questions to address concerns to better assess SLO 2 will be carried over to the 2018-2019 academic year.

SLO 3:

- We will continue to discuss ways to encourage faculty to find methods to incorporate technology into their courses.

- Some biology instructors shared ways they currently use the various features of Blackboard with the department. We will continue these discussions to increase student use of technology in our courses.

- The Biology Department's investigation into methods to better assess student achievement of this student learning outcome was not completed this year and will be carried over to the 2018-2019 academic year.

Physics, Industrial Engineering/Physics and Astronomy

Preparer: Dr. Joe Mehaffey submitted the Program/Department IE report and the General Education Program/Department report.

Table 7: Student Learning Outcomes and General Education Goals (3, 5 & 6)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes - General Education Program Goals	Assessment Method - Measureable Outcomes	Assessment Results Pre-Test Results (N=95) Post-Test Results (N=122)
PSCI 101	**Physics, Industrial Engineering & Astronomy**	**Goal #3: The ability to use technology to locate, organize, document, present, and analyze information and ideas. Goal #5: The ability to use fundamental mathematical skills and principles in various applications. Goal #6: The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.**	#3: The ability to use technology to locate, organize, document, present, and analyze information and ideas. #5: The ability to use fundamental mathematical skills and principles in various applications. #6: The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.	1. Identify all testable variables that might affect desired property (cart's acceleration, pendulum's time period) Gen Ed goals: #3, #6	5.2 7.3
				2. Design experimental tests to eliminate (rule out) variables that do not affect the desired property. Gen Ed goals: #5, #6	4.8 7.3
				3. From experimental results, identify trends in the data related to variables that do have a significant effect on the desired property, such as direct or inverse relationships. Gen Ed goals: #5, #6	4.8 7.4
				4. Demonstrate proficiency in the data collection and analysis process; accurate measurements and computations. Gen Ed goals: #3, #5, #6	5.8 7.9
				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: #3, #5, #6	4.5 6.8
				6. Demonstrate ability to draw valid conclusions based on experimental results; recognize strengths and limitations of experimental process. Gen Ed goals: #3, #6	5.3 7.4
				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: #3, #6	N/A 5.7

Scoring should follow a 1-10 scale, 10 being the highest score. * One lab section did not meet during the scheduled Pre-Test week due to inclement weather. This resulted in a small N compared to the Post-Test group.

The department assesses its general education offerings in the PSCI 101 (Physical Science I) course, specifically its laboratory component. Relevant goals of the university's general education program are identified and tested, such as the ability to test scientific principles and the ability to draw conclusions supported by experimental data. Benchmark: Students will score at least 7/10 (70%) on each of the measurable outcomes tested.

Commentary/Actions

While the students demonstrated measurable growth and improvement on each of the tested items, benchmarks were still not met on two of the items. The ability to identify and minimize sources of experimental error needs to be addressed, along with the development of an empirical equation based on the experimental results. Curiously, several students elected not to attempt to write an equation that can be used to predict the time period for any simple pendulum. As a result, they received a score of 0 on this measure, lowering the overall average.

The development of new experiments and modification of others is being planned in an attempt to address these shortcomings. The concept of experimental errors, including systematic and random error types will be emphasized, along with techniques for minimizing these errors where appropriate.

Languages

Preparer: Dr. Wendy Caldwell submitted the Program/Department IE report and the General Education Program/Department report embedded in the Program/Department IE report.

Proposed General Education SLOs and Assessment Methods

Table 8: Student Learning Outcomes and General Education Goals (2, 7 & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Courses in Modern Languages Program	**Modern Languages**	**Goal 2: The ability to read and listen with understanding and comprehension.**	SLO 1: Comprehend and respond appropriately in spoken communications.	To assess SLO 1, students will be assessed through formal oral communication using a rubric established by each program. Target = 75% of class will score at least a 3.0 on a 4.0 scale	
			SLO 2: Ability to read and comprehend texts.	To assess SLO 2, students will be assessed through formal examination of reading comprehension on the common final exam. Target = 75% of class will score at least a 3.0 on a 4.0	
			SLO 3: Ability to listen and comprehend main ideas with some detail.	To assess SLO 3, students will be assessed through formal oral assessment at the end of the semester. Target = 75% of class will score at least a 3.0 on a 4.0 scale.	
			SLO 4: Ability to write grammatically accurate and meaningful paragraphs.	To assess SLO 4, students will be assessed through writing on the common final exam. Target = 75% of class will score at least a 3.0 on a 4.0 scale.	
		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.	SLO 5: Demonstrate basic cultural competency about respective countries featured in the texts.	To assess SLO 5, students will be assessed through a cultural competency on the common final exam.	
		Goal 9: The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.	SLO 6: Ability to think critically and problem solve (ie. circumlocution) to negotiate meaning.	To assess SLO 6, students will be assessed through formal oral communication using a rubric established by each program as well as on the common final exam.	

Theatre Arts

Preparer: Dr. Dawn Larsen submitted the Program/Department IE report.

Table 9: Student Learning Outcomes and General Education Goals (4)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
THEA 210 & seniors	**Theatre Arts**	**Goal 4: 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 assessment tool for this SLO is the Exit Exam given to graduating seniors. The exit exam includes 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.	SLO 1: In 2017-2018, the Exit Exam has been rewritten to reflect current courses and content using input from a new design faculty member. The benchmarks were re-evaluated and a more realistic target was established. However, upon review of our in-house assessment exam, we have concluded that it is ineffective and we are currently researching a more effective tool. Thus we have no assessment data at this time.
			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 primary 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. The theatre faculty 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.	SLO 2: 100% of students taking the Practicum course in the 2017-2018 year were judged to have successfully completed the requirements of the course by a faculty panel.

			SLO 3: Students will demonstrate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.	SLO 3: Many parts of the Exit Exam are specific to the production process including areas of aesthetic judgment. These parts are assessed independently of the entire exam, often through the practicum assignment. 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.	SLO 3: The Theatre faculty revisited the goals (PLO and SLO) of the program in 2017-2018. The faculty members decided to delay any substantial changes to the core goals until the staff changes were completed. This year, there were personnel changes to our KCACTF region. Though we applied to be an associate production and get a response to our April show, something happened in the regional office and we were not included in this year's festival.
			SLO 4: Students will acquire and demonstrate sufficient skills and knowledge in advanced areas of study in their specialty. Performance students get an external review in Acting IV and/or Directing II.	SLO 4: In addition to being graded in the course, final projects in upper level courses like Costume Design, Directing II, and Acting IV receive outside adjudication. In addition, an outside adjudicator is often called upon to provide more general feedback to at least one of the productions each year.	SLO 4: The acting IV assessment for the adjudicators were updated to be more specific about student abilities and competency. New benchmarks will have to be established, but you'll find the current report in the appendix.

Action Items:

SLO 1:

- The faculty has decided that the exit exam is not providing useful information for our purposes. We are considering doing away with this exam or using another tool to assess concept retention. We intend to completely reevaluate the assessment process during the Fall 2018 semester.

- The Theatre Handbook will be online by the end of the summer in time to distribute to the Fall 2018 majors and minors.

SLO 2:

- The faculty is reassessing practicum assignments as well. We are intending to make each practicum assignment more equitable across the various areas in a production.

SLO 3:

- The initial "core goal" statements, which were separated into Program and Student Learning Outcomes, have been updated but still need further revision.

- A short-range and long-range plan has been discussed in 2017-2018 with a goal of implementation in 2018-2019.

SLO 4:

- Our benchmark is to improve +5% in two years.

Mathematics Program

Preparer: Drs. Minerva Brauss, Thomas Fitzkee, George Schnibben, and Sophia Waymyers submitted the Program/Department IE report and the General Education Program/Department report.

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Math 111	**Mathematics Program**	**Goal 5: The ability to use fundamental mathematical skills and principles in various applications.**	SLO 1: 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.	Instructors of College Algebra II (Math 111) courses will provide samples of solutions from students to assess problems that call for students to demonstrate proficiency in basic computational techniques listed in SLOs 1.1-1.3, 2.1-2.3, 3.1-3.2, and 4.1-4.3. Student solutions will be evaluated based on an algebra performance rubric on a scale from 0 – 100 for each outcome. The target is a 70 for the average of student assessments. For SLOs 1.4, 2.4, 3.3, and 4.4, students will have the opportunity to complete a survey on which they will state their	*In Fall 2017, SLOs 1.1-1.2 were below target of 70. SLO 1.3 was above target of 70, and SLO 1.4 was at target of 2.0. In Spring 2018, SLOs 1.1-1.4 were yet again below the target with SLO 1.1, 1.3, and 1.4 increasing and SLO 1.2 decreasing. SLO 1.0's overall target was not achieved in Fall 2017 and Spring 2018.*
			SLO 2.0: Students will be proficient in the techniques for solving polynomial equations. Outcome 1: Students will demonstrate competence to solve a polynomial equation with rational solution(s). Outcome 2: Students will demonstrate competence to solve a quadratic equation with irrational solutions. Outcome 3: Students will demonstrate competence to solve a geometric word problem leading to a quadratic equation. Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations, predominantly quadratic equations.		*In Fall 2017 SLOs 2.1-2.3 were below target of 70. SLO 2.4 was above target of 2.0. In Spring 2018 SLOs 2.1-2.4 were yet again below the target with SLOs 2.1-2.3 decreasing slightly. SLO 2.0's overall target was not achieved in Fall 2017 and Spring 2018.*

			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.	confidence (1 = not confident, 2 = confident, and 3 = very confident) in their ability to evaluate or solve the listed equation type(s). The target is a 2.0 for the average of student responses. The course instructors will review the data and make recommendations.	*In Fall 2017, SLOs 3.1-3.2 were below target of 70, and SLO 3.3 was above target of 2.0. In Spring 2018 SLOs 3.1-3.3 were yet again below the target with respect to target values with SLOs 3.1-3.2 increasing. SLO 3.0's overall target was not achieved in Fall 2017 and Spring 2018.*
			SLO 4.0: Students will be proficient in the techniques for solving exponential, radical, and logarithmic equations. Outcome 1: Students will demonstrate competence to solve an exponential equation. Outcome 2: Students will demonstrate competence to solve a radical equation. Outcome 3: Students will demonstrate competence to solve a logarithmic equation. Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve exponential, radical, and logarithmic equations.		*In Fall 2017, SLOs 4.1-4.3 were below target of 70, and SLO 4.4 was above target of 2.0. In Spring 2018 SLOs 4.1-4.4 were yet again below the target with SLOs 4.2-4.3 increasing. SLO 4.0's overall target was not achieved in Fall 2017 and Spring 2018.*

Action Items:

SLO 1:

- Instructors will continue presenting graphs of functions stressing the definition of the graph of a function as the collection of coordinate pairs (x,y) that satisfy the function rule.

SLO 2:

- 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:

- 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:

- 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.

Department of History

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

Table 11: Student Learning Outcomes and General Education Goals (1 & 7)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
Lower-division (100 level courses)	**Department of History**	**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.**	SLO 3.0: Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results.	SLO 3.0: An online survey was used for all students enrolled in both lower- and upper-division History courses.	Lower-division (100-level survey courses). Results: 76.5% Target Not Attained
			SLO 5.0 Could accurately explain how people have existed, acted, and thought in particular historical periods. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.	SLO 5.0: An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester's midterm and at the end of the semester.	Lower-division (100-level survey courses). Results: 76.5% Target Not Attained
			SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.	SLO 5.1: An online survey was used for all students enrolled in both lower- and upper-division History courses. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester's midterm and at the end of the semester.	Lower-division (100-level survey courses). Results: 76.5% Target Not Attained
			SLO 6.0 Could explain what influence the past has on the present. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results.	SLO 6.0 An online survey was used for all students enrolled in both lower- and upper-division History courses.	Lower-division (100-level survey courses). Results: 79% Target Not Attained

		Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.	SLO 4.0 Could effectively write an historical essay. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.	SLO 4.0 Could effectively write an historical essay. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed a final essay that used both primary and secondary sources. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester's midterm and at the end of the semester.	Lower-division (100-level survey courses). Results: 65.5% Target Not Attained

Action Items:

SLO 3.0:

- Although the History Department's overall average on SLO 3.0 was 82%, it will continue developing more objective "direct measures" of the student's ability to demonstrate an understanding of connections between historical events, ideas, and values over time.

SLO 4.0:

- Although there was some improvement over 2016-17, the History Department again achieved its target for none of the five assessments for SLO 4.0. This Learning Outcome remains among those of most concern. Therefore, the Department will continue to develop more objective "direct measures" of the student's ability to write an historical essay. Additionally, the Department will work more closely with the Francis Marion University Writing Center and will continue using its CLA form as it works to enhance students' overall writing abilities.

SLO 5.0:

- The Department achieved its target for SLO 5.0 on one of three assessments. As part of its effort to develop more objective "direct measures" of students' ability to accurately explain how people have existed, acted, and thought in particular historical periods, the department will continue use of its new CLA form.

SLO 5.1:

- The Department achieved its target for SLO 5.1 on one of three assessments. As part of its effort to develop more objective “direct measures” of students’ ability to see cause and effect by using a broad knowledge of the general chronology of historical developments in a variety of civilizations, the department will continue use of its new CLA form.

SLO 6.0:

- Although the History Department’s overall average on SLO 6.0 was 83.3%, which was an improvement over 2016-17, it will continue developing more objective “direct measures” of the student’s ability to demonstrate an understanding of the influence the past has on the present.

Department of Political Science and Geography

Preparer: Dr. Natalie P. Johnson submitted the Program/Department IE report.

Table 12: 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 POL 101.	SLO 1.0: Political Science students, in POL 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 three multiple choice questions embedded in tests across as POL 101 classes.	SLO 1.0: Political Science Students, in POL 101 on average, performed at the 77% 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 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 POL 103.	SLO 2.0: Political Science students, in POL 10. 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 three 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 71% 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:

- As none of our targets were met in the 2017-2018 academic year, the department will continue with these measures in the 2018-2019 year for SLOs 1.0, 2.0, and 3.0. In addition, the department offers a fourth required course (PO 285 – Political Theory). The department will work to implement a SLO for this course to discern what students know and what they can evaluate and interpret.

Visual Arts Program

Preparer: Mr. Gregory G. Fry and D. Keith Best submitted the Program/Department IE report.

Table 13: 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 write and speak English clearly, logically, creatively, and effectively.**	SLO 2.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class presentations will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 2.0: DIRECT ASSESSMENT METHOD: grading of rubric sheet. INDIRECT ASSESSMENT: students tend to emulate their more skilled classmates, especially when asked to evaluate the strengths and weaknesses of others; plus, many excellent on-screen presenters (at least a dozen) are showcased in class videos to serve as models. Many skills are necessary for public speaking and being able to articulate the varied features and qualities of a visual work of art and conveying them successfully to a live audience.	SLO 2.0: The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%. DIRECT ASSESSMENT RESULTS: 18 of 19 students met 90% target score (95% success rate); students have two opportunities to present, so they may learn from mistakes and correct deficiencies. PLO learning goals met: 1, 2 and 5.
			SLO 3.0: 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 3.0: 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 3.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. DIRECT ASSESSMENT RESULTS: 15 of 19 students met 90% target score (79% success rate). Slight improvement over previous year 74%, likely because of prior class was devoted to a 50-minute writing skills workshop. PLO learning goals met: 1, 2 and 5.

		Goal 2 & Goal 9 **Goal 2: The ability to read and listen with understanding and comprehension.** **Goal 9: The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.**	SLO 4.0: 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 4.0: 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. Demonstrating elements and principles of design through effective use of line, color, composition, and the human figure. This will enable the student to produce art pieces that are creative, well-crafted, and effective in communicating concepts of the artists choosing.	SLO 4.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. DIRECT ASSESSMENT RESULTS: 15 of 19 students met 90% target score (79% success rate). PLO learning goals met: 1, 2 and 5.
ARTH 206		**Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.**	SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%. PLO learning goals: 1, 2, 3 and 4.	SLO 5.0: DIRECT ASSESSMENT METHOD: Midterm exam based on software, textbook and lecture questions from the course. (Benchmark = 75 %)	SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%. DIRECT ASSESSMENT METHOD: Midterm exam based on software, textbook and lecture questions from the course reached 80%. PLO learning goals met: 1, 2, 3 and 4.

Sophomore Students		**Goal 4: The ability to explain artistic processes and evaluate artistic product.**	SLO 7.0: Sophomore portfolio review for graphic design candidates. Students will be able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis. PLO learning goals: 1, 2, 3 and 4.	SLO 7.0: Graphic Design candidates will be able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis as measured by a departmental rubric. (Benchmark = 80%)	SLO 7.0: Graphic Design candidates were able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis as measured by a departmental rubric and GPA requirements. Data collected during the 2017-18 academic year indicated that the percentage of students achieving a passage rate of 80% on sophomore portfolio was achieved. Data indicated a 100% level of performance. Since the target was 80%, this target was achieved. PLO learning goals met: 1, 2, 3 and 4. Fall 17: 1 students applied - 100% passage rate. Spring 18: 6 students applied - 100% passage rate.

Action Items:

SLO 2.0:

- The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%. 18 of 19 students met 90% target score (95% success rate); students have two opportunities to present, so they may learn from mistakes and correct deficiencies. The goal was achieved and no action is required at this time.

SLO 3.0:

- The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. 15 of 19 students met 90% target score (79% success rate). The goal was achieved and no action is required at this time.

SLO 4.0:

- The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. 15 of 19 students met 90% target score (79% success rate). The goal was achieved and no action is required at this time.

SLO 5.0:

- Quizzes in ART330 to measure student's retention of information over subject material. This covers information on typography, measurements and pre-press.

- Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on quiz was achieved. Data indicates 78% rating. Since the target was 75%, the goal was achieved. In 2017-2018, additional time was spent reviewing information and in-class examples of practical application of information related to typography, measurements and pre-press will be demonstrated prior to the quiz.

SLO 7.0:

- Graphic Design candidates were able to demonstrate competence with a portfolio of foundation work and maintain GPA requirements for determining appropriateness of graphic design emphasis for them.

- Data collected during the 2017-2018 academic year indicated the percentage of students achieving a rating of 80% on passing Sophomore Portfolio Review was 100% as measured by the departmental rubric. The goal was achieved and no action is required at this time.

Sociology

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

Table 14: Student Learning Outcomes and General Education Goals (7 & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results - AY 2016-17 AY 2017-18
SOCI 201	**Sociology**	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.	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?	Assess students in SOCI 201. Target of 75%	72.93% 81.81%
			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?		78.45% 79.18%
		Goal 9: The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.	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).		72.65% 75.14%

Action Items:

SLO 1: The target of 75% was met for SLO 1 – recognize how other influences affect individual behavior. In order to maintain assessment results and reach target in the future, the core concepts related to understanding the influence of social factors on individual behaviors will continue to be emphasized in all Sociology courses through lecture, class discussions, assignments, and exams.

SLO 2: The target of 75% was met for SLO 2 – recognize how other influences affect collective behavior. In order to maintain assessment results and reach target in the future, the core concepts related to understanding the influence of social factors on collective behaviors will continue to be emphasized in all Sociology courses through lecture, class discussions, assignments, and exams.

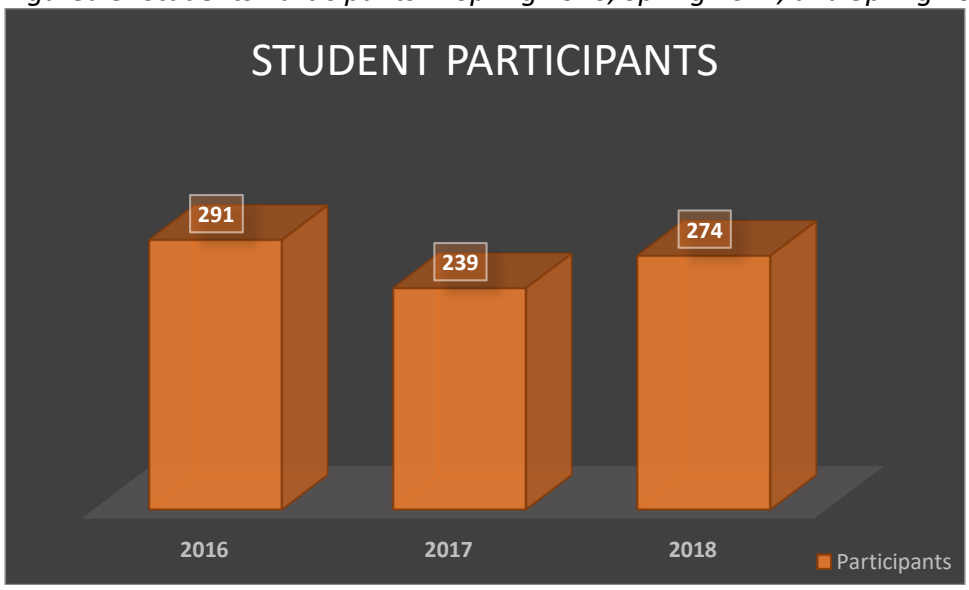
SLO 3: The target of 75% was met for SLO 3 – ability to think critically. In order to maintain assessment results and reach target in the future, the opportunity for students to apply the material learned to everyday life and the social world will continue in all Sociology courses. Students will learn to critically think through class discussions and specific assignments that target application skills. Also, exams will continue to include application questions.

Francis Marion University Exit Survey

Survey Participants

This section focuses on the collection and analysis of Francis Marion University's Exit Survey. Data was collected from the spring 2016, 2017, and 2018 surveys. Student surveys are given to graduating seniors prior to their commencement exercises. Figure 3 shows the number of student participating in each survey for these consecutive years: 291, 239, and 274 students respectively.

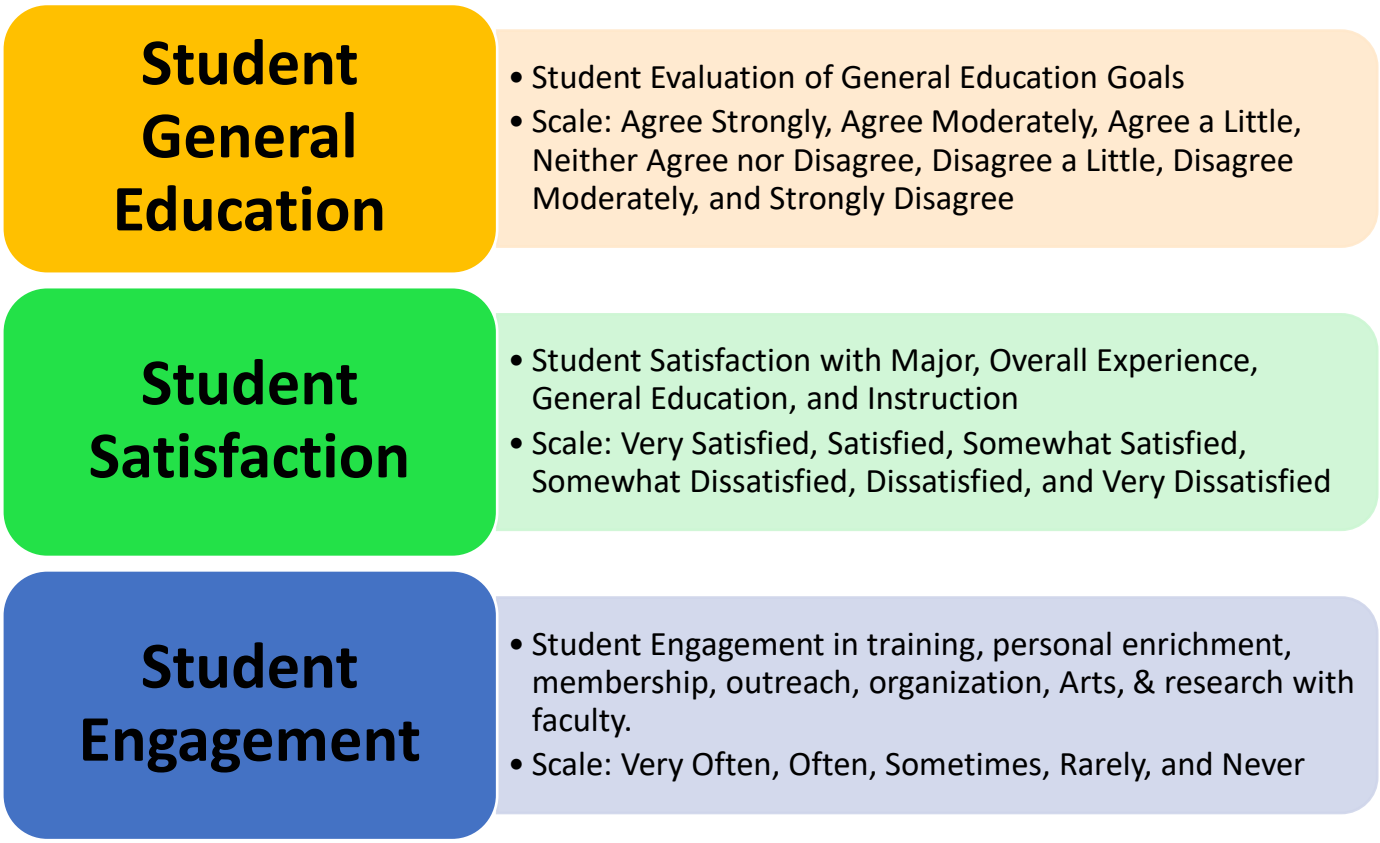
Figured 3: Students Participants in Spring 2016, Spring 2017, and Spring 2018



The survey has four sections: Section 1. Reasons for Attending FMU; Section II. basic demographic, major, job & graduate school related questions; Section III. FMU Support Services; and IV. Educational Experiences (see *Appendix 1*). Section IV of the survey addresses the General Education Goals, therefore only results of section IV are discussed in this report. Figure 4 breaks down Section IV 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 4: Components of the Exit Survey



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

Goal 1. The ability to write and speak English clearly, logically, creatively, and effectively.

Goal 2. The ability to read and listen with understanding and comprehension.

Goal 3. The ability to use technology to locate, organize, document, present, and analyze information and ideas.

Goal 4. The ability to explain artistic processes and evaluate artistic product.

Goal 5. The ability to use fundamental mathematical skills and principles in various applications.

Goal 6. The ability to demonstrate an understanding of the natural world and apply

scientific principles to reach conclusions.

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 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.

Table 15 provides the Likert scale used to for students to assess with their agreement with achieving the nine goals. Charts 5-13 provide relative frequency histograms for each of the goals. Table 16 gives a relative frequency table comparing student educational experience satisfaction between their major and non-major (general education) requirements. Table 16 also provides satisfaction results for overall academic experience and overall general experience. Chart 14 gives a visual representation of Table 16 using histograms. Relative Frequency Table 17 lists activities sponsored and supported by the university and corresponding levels of engagement. While Chart 15 provides a stacked bar chart to visually represent and compare students that engage in the activity and those that never engaged in the activity.

Table 15: Educational Experiences Part 1: General Education Goals

Exit Surveys Spring (2016, 2017, 2018)

Please evaluate these specific aspects of your educational experiences at FMU

Educational Experiences	Year	N*	Agree Strongly	Agree Moderately	Agree a little	Neither Agree nor Disagree	Disagree a little	Disagree Moderately	Strongly Disagree
Goal 1: My general education courses helped me develop the ability to write and speak English clearly, logically, creatively, and effectively.	2016	249	53.8	34.1	6.4	3.6	0.0	0.0	2.0
	2017	228	56.1	27.2	10.1	5.7	.4	0.0	.4
	2018	261	44.1	33.3	14.2	5.0	1.5	1.1	.8
Goal 2: My general education courses helped me learn to read and listen with understanding and comprehension.	2016	248	52.0	34.7	7.7	3.6	0.0	0.0	2.0
	2017	228	49.1	32.9	11.0	5.7	.4	.4	.4
	2018	260	41.2	36.5	11.5	7.3	.8	1.5	1.2
Goal 3: My general education courses helped me to learn to use technology to locate, organize, document, present, and analyze information and ideas.	2016	248	51.2	30.6	10.1	5.2	0.8	0.0	2.0
	2017	228	49.6	25.0	16.2	6.6	1.8	0.0	.9
	2018	259	40.9	32.4	14.7	8.1	2.3	1.2	.4
Goal 4: My general education courses increased my ability to explain artistic processes and products.	2016	248	40.7	30.6	16.5	7.7	1.2	1.2	2.0
	2017	226	41.2	24.8	15.0	13.3	2.7	.9	2.2
	2018	255	35.3	31.8	15.7	10.6	4.3	1.2	1.2
Goal 5: My general education courses increased my ability to use fundamental mathematical skills and principles in various applications.	2016	247	43.7	33.6	13.8	6.5	0.8	0.0	1.6
	2017	228	43.4	28.9	16.2	8.3	.9	0.0	2.2
	2018	257	39.7	31.9	13.6	9.3	2.7	1.6	1.2

Goal 6:My general education courses helped me to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.	2016	245	48.2	29.4	11.8	6.9	2.0	0.0	1.6
	2017	226	42.9	29.6	16.4	7.1	2.2	.4	1.3
	2018	259	39.8	30.5	16.6	10.4	.8	.8	1.2
Goal 7: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.	2016	249	45.4	32.1	14.5	4.4	1.2	0.0	2.4
	2017	228	42.1	32.9	11.8	11.4	.4	0.0	1.3
	2018	260	41.5	28.5	13.8	10.8	1.9	1.9	1.5
Goal 8: My general education courses increased my ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.	2016	247	47.0	30.8	11.7	7.7	0.4	0.0	2.4
	2017	228	41.2	29.4	18.0	8.8	1.3	.4	.9
	2018	260	36.5	33.5	16.5	9.6	1.5	1.2	1.2
Goal 9: My general education courses increased my ability to reason logically and think critically to in order to develop problem-solving skills to make informed and responsible choices.	2016	246	52.8	31.7	8.9	4.5	0.0	0.4	1.6
	2017	228	56.6	25.9	9.6	7.5	0.0	0.0	.4
	2018	260	45.0	33.1	10.8	10.0	.4	.4	.4

Exit Survey Total Number of Respondents- Spring 2016 (291), Spring 2017 (239) and Spring 2018 (274)

*** the number of respondents (N) who answered the question.**

Chart 5: Educational Experiences Part I: General Education Program – Goal 1

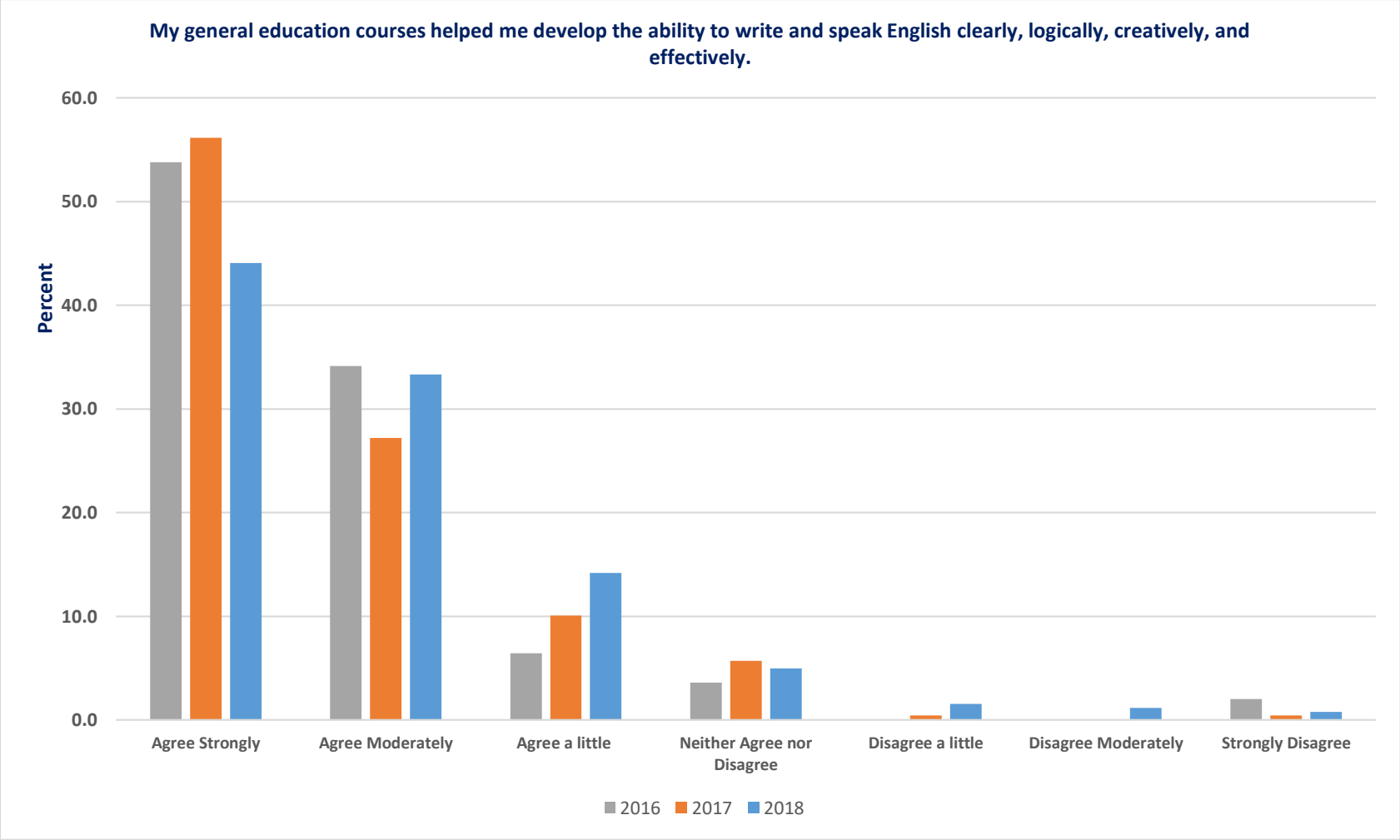


Chart 6: Educational Experiences Part I: General Education Program – Goal 2

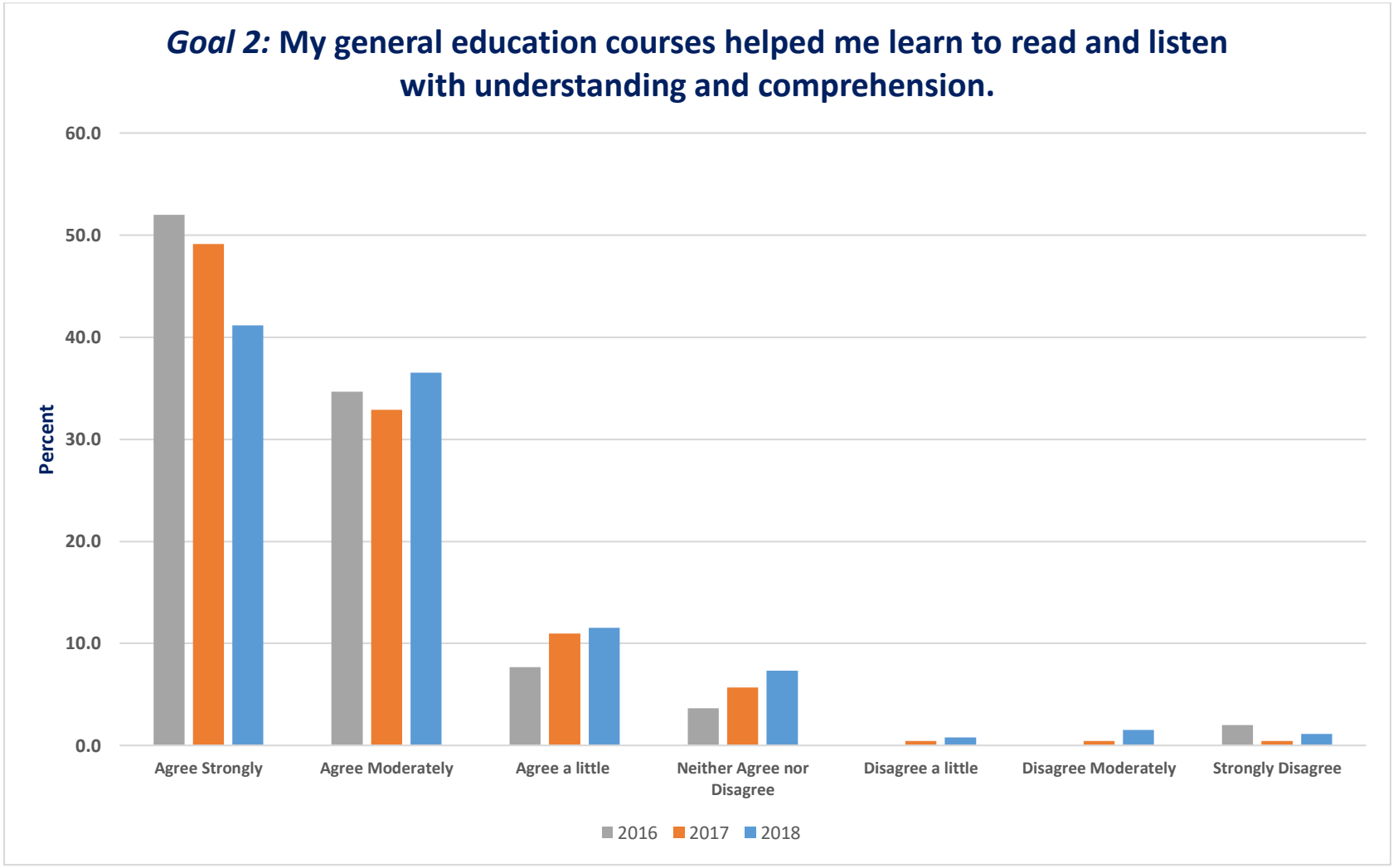


Chart 7: Educational Experiences Part I: General Education Program – Goal 3

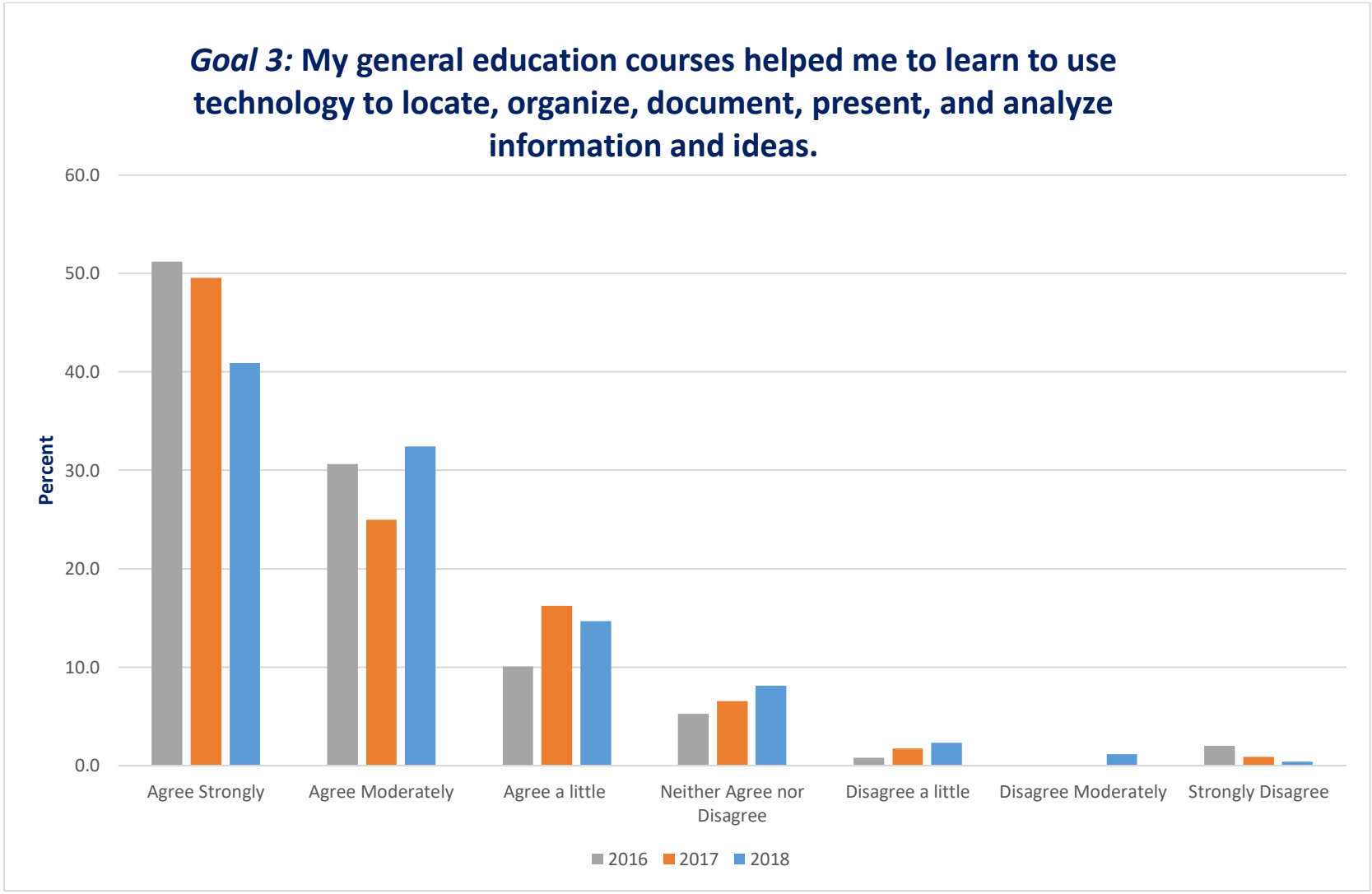


Chart 8: Educational Experiences Part I: General Education Program – Goal 4

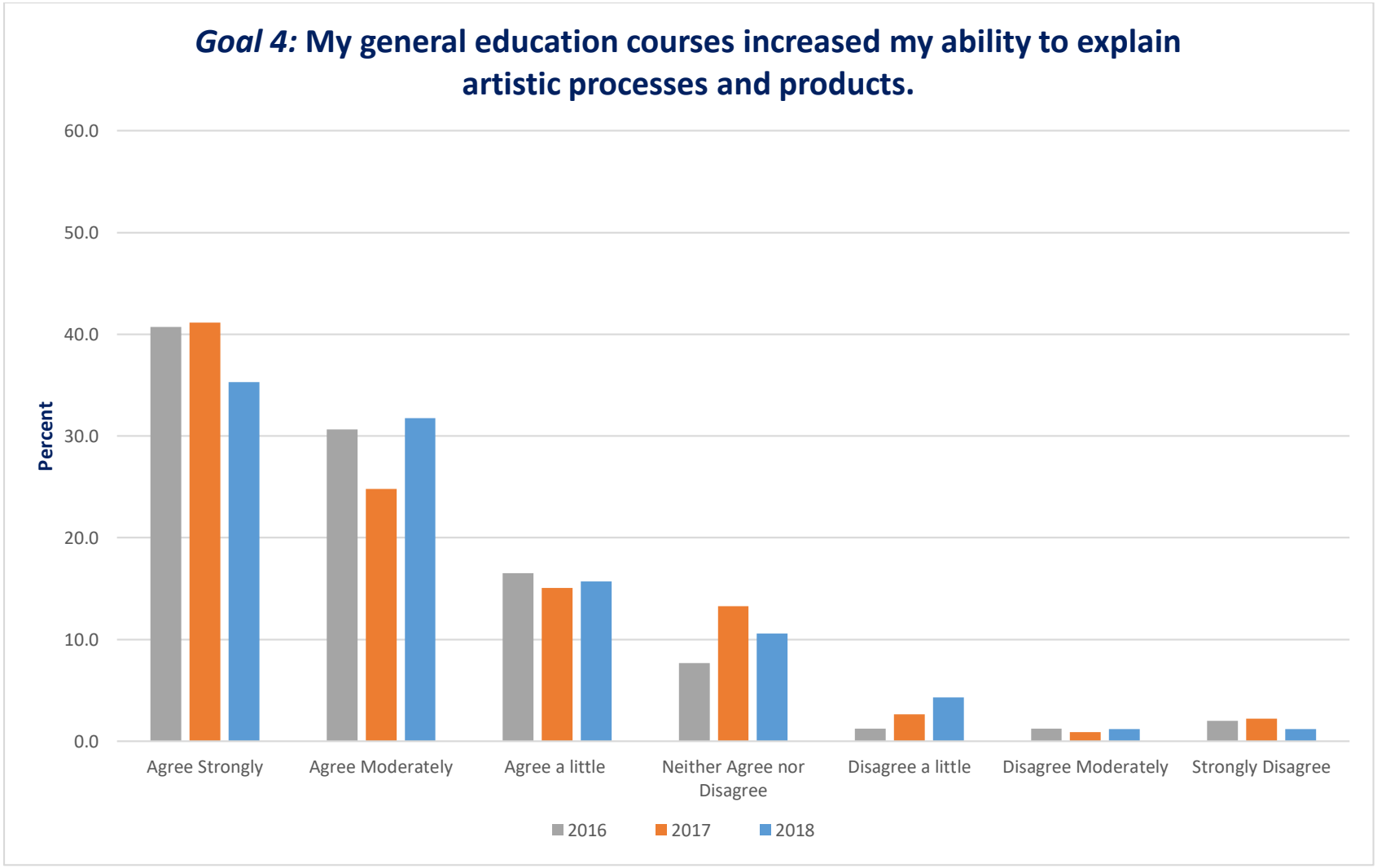


Chart 9: Educational Experiences Part I: General Education Program – Goal 5

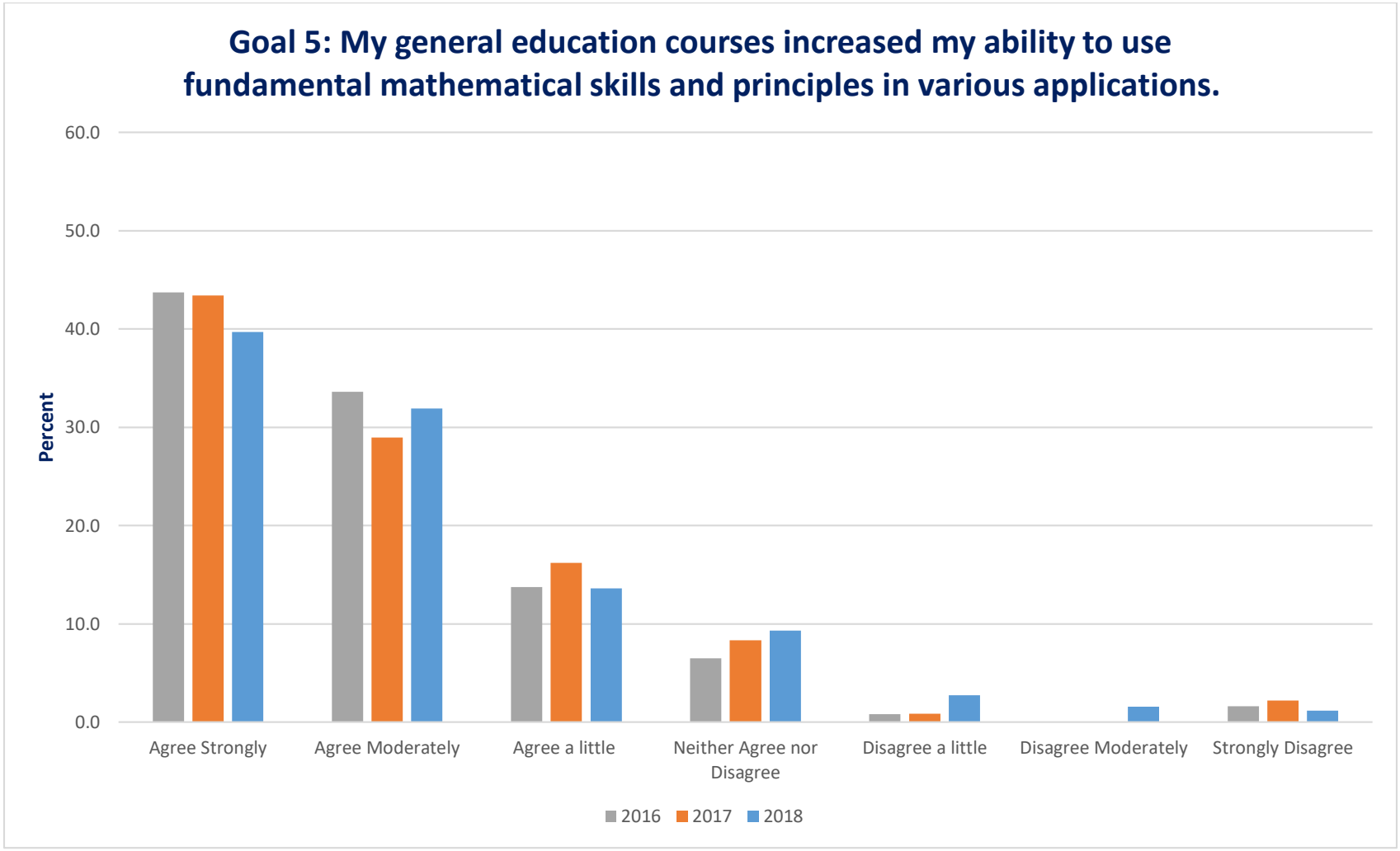


Chart 10: Educational Experiences Part I: General Education Program – Goal 6

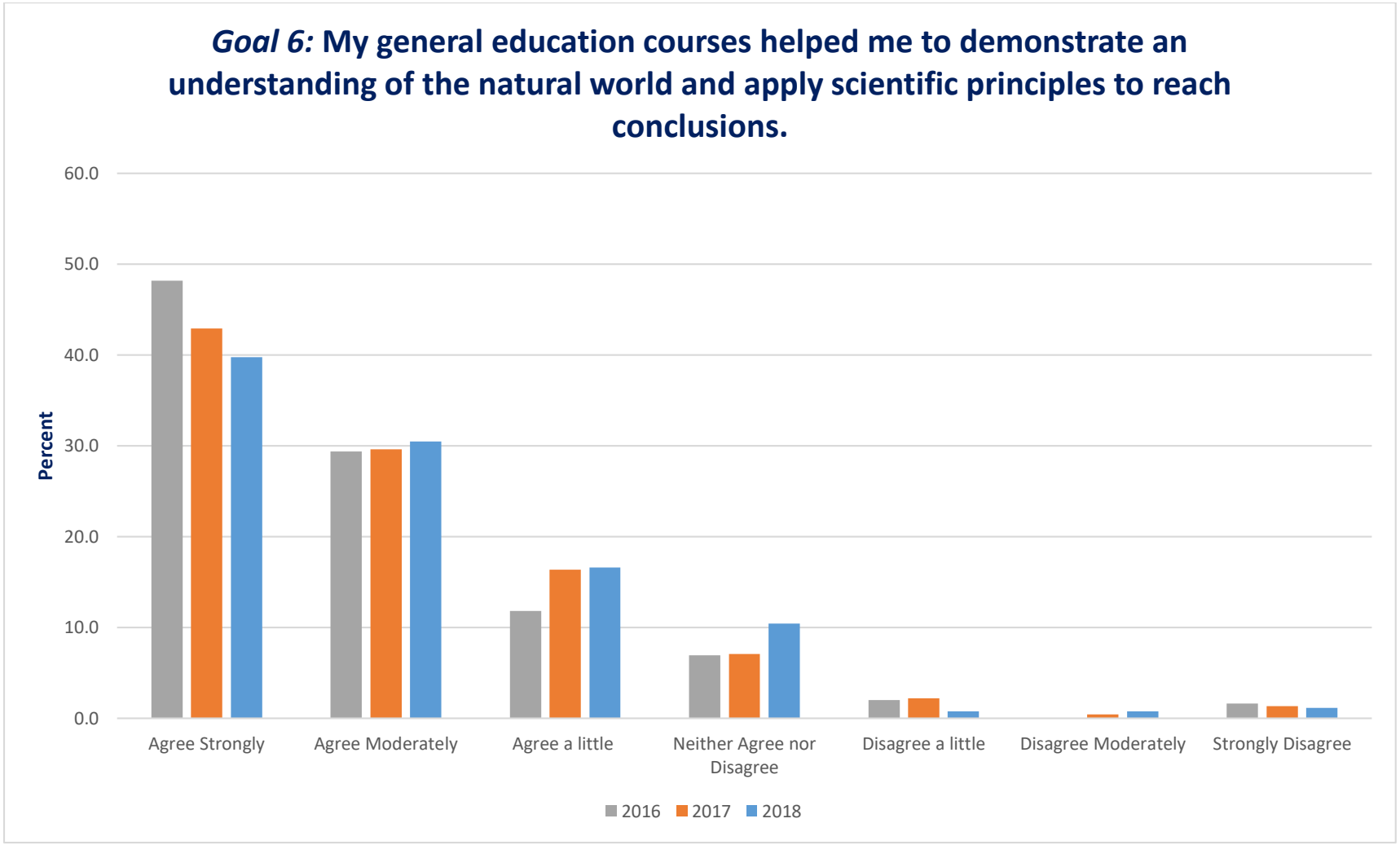


Chart 11: Educational Experiences Part I: General Education Program – Goal 7

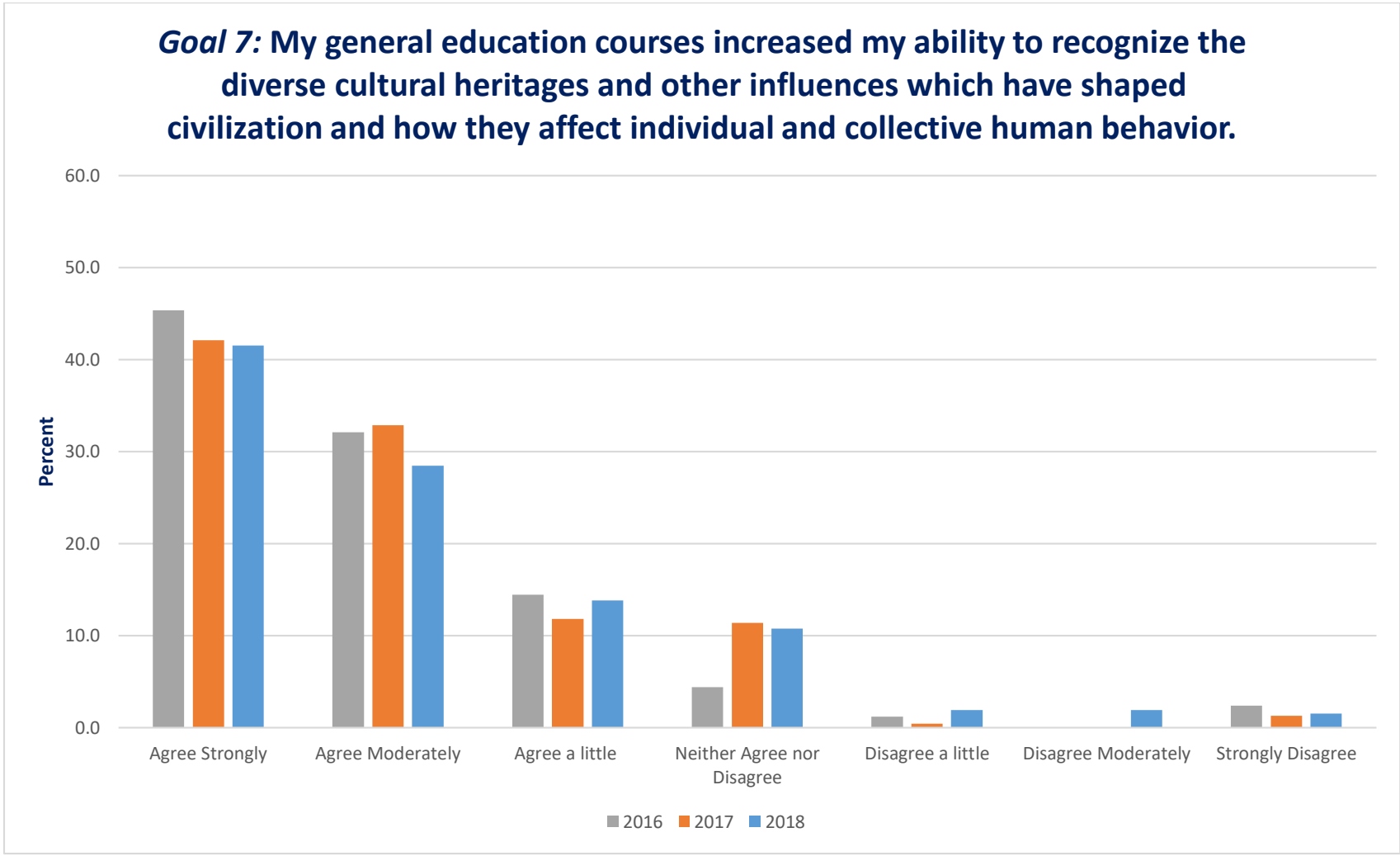


Chart 12: Educational Experiences Part I: General Education Program – Goal 8

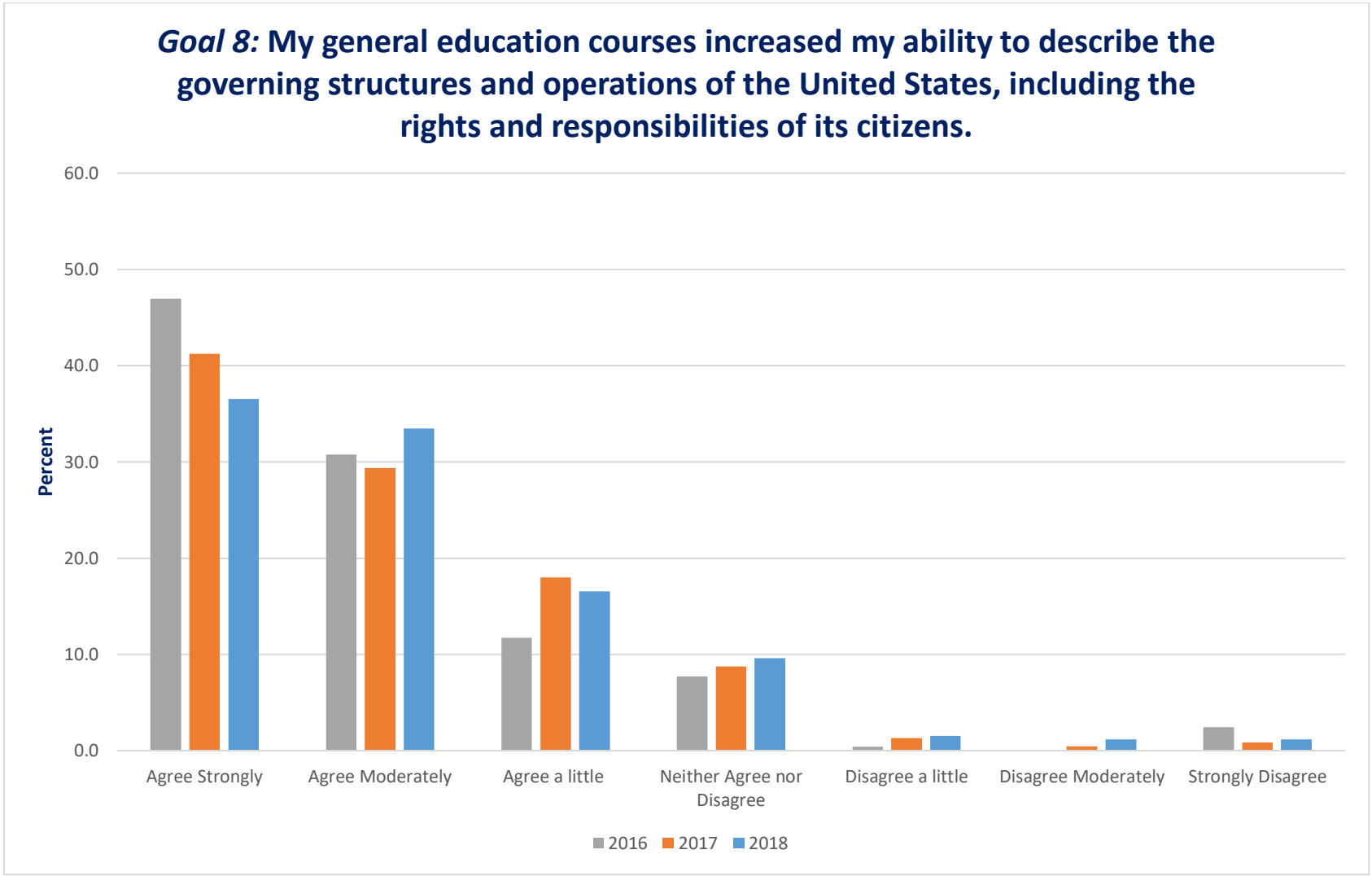


Chart 13: Educational Experiences Part I: General Education Program – Goal 9

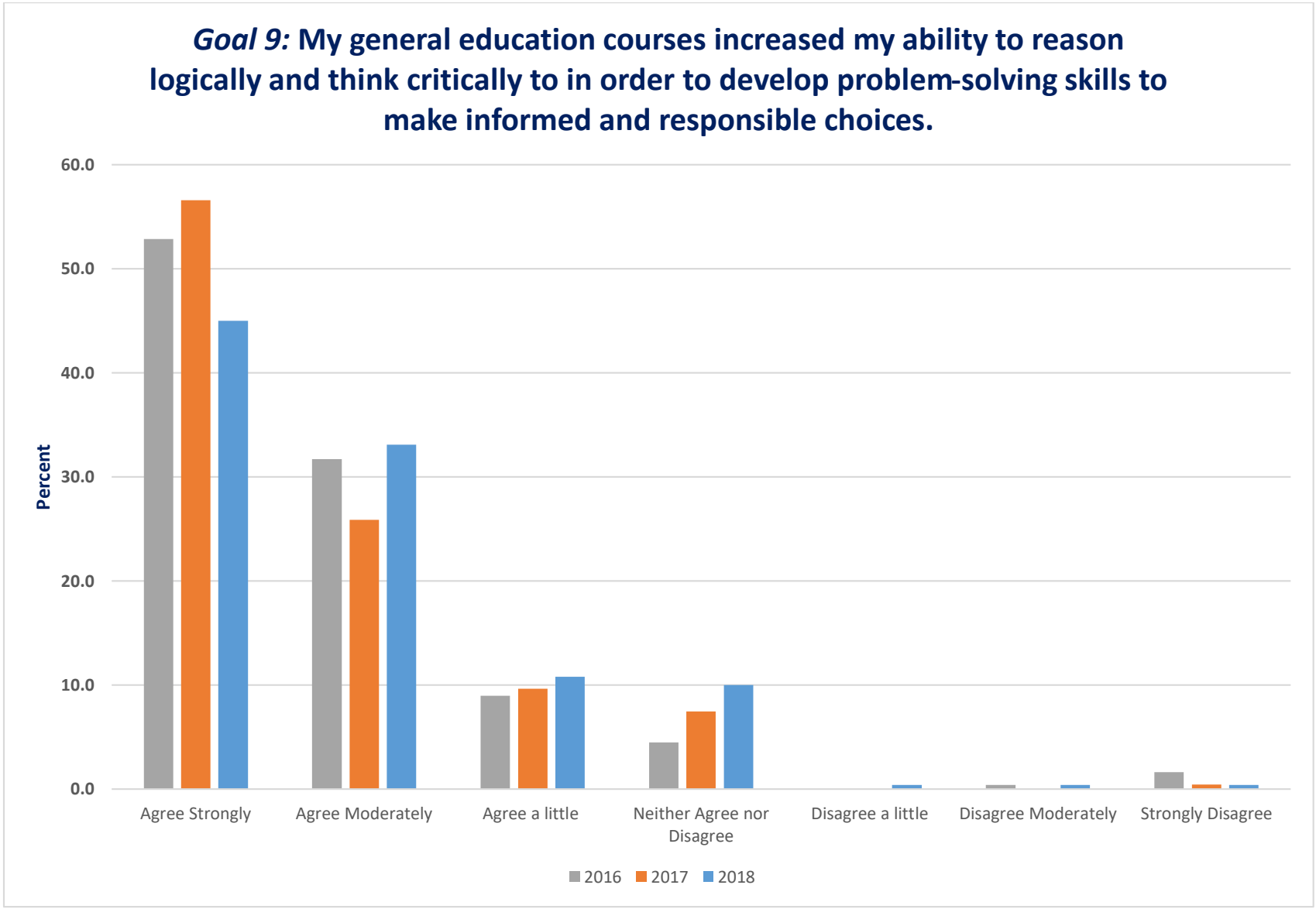


Table 16: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction

How satisfied are you with:

Educational Experiences	Year	N*	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
MAJOR program of study	2016	255	65.1	27.5	6.7	0.0	0.8	0.0
	2017	234	65.0	25.2	7.3	2.1	.4	0.0
	2018	267	55.4	32.2	9.7	1.5	.7	.4
INSTRUCTION in major program of study	2016	255	57.3	34.9	7.1	0.8	0.0	0.0
	2017	234	59.4	27.4	11.1	1.7	.4	0.0
	2018	265	50.2	33.2	13.2	2.6	.4	.4
GENERAL EDUCATION program of study (non-major requirements)	2016	248	41.9	40.7	14.5	1.6	0.0	1.2
	2017	229	43.7	40.2	12.7	1.3	1.3	.9
	2018	262	32.8	45.0	16.8	4.2	.4	.8
INSTRUCTION in general education	2016	250	43.6	44.0	11.6	0.0	0.0	0.8
	2017	225	42.7	44.4	9.8	1.8	.9	.4
	2018	261	34.1	44.8	15.7	4.2	.4	.8
OVERALL ACADEMIC EXPERIENCE	2016	253	54.9	36.0	8.7	0.4	0.0	0.0
	2017	231	55.0	36.8	6.5	1.3	.4	0.0
	2018	267	40.1	46.4	12.0	1.1	0.0	.4
OVERALL EXPERIENCE	2016	253	58.9	31.6	9.1	0.4	0.0	0.0
	2017	232	55.6	34.5	7.8	.9	.9	.4
	2018	266	41.4	46.6	10.2	.8	.8	.4

Exit Survey Total Number of Respondents- Spring 2016 (291), Spring 2017 (239) and Spring 2018 (274)

*** The number of respondents (N) who answered the question.**

Chart 14: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction

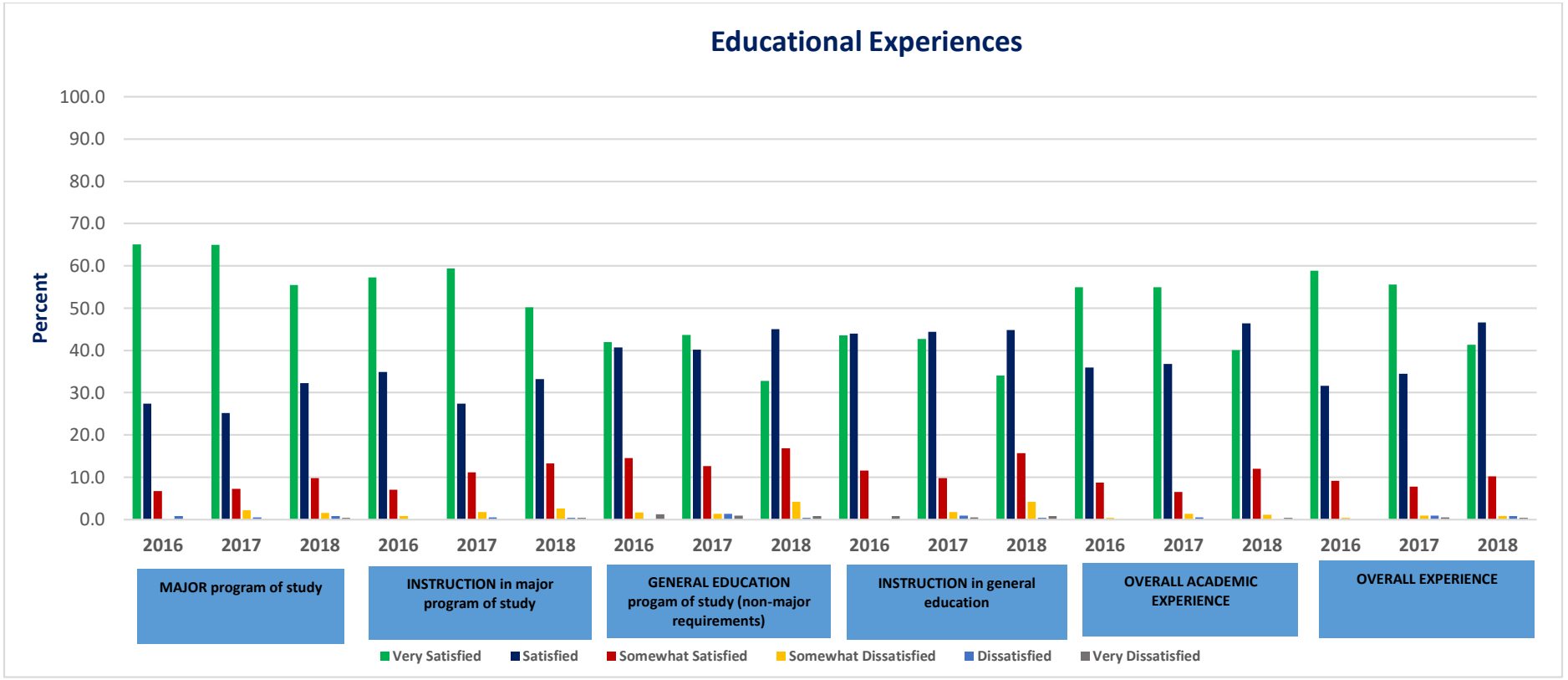


Table 17: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty

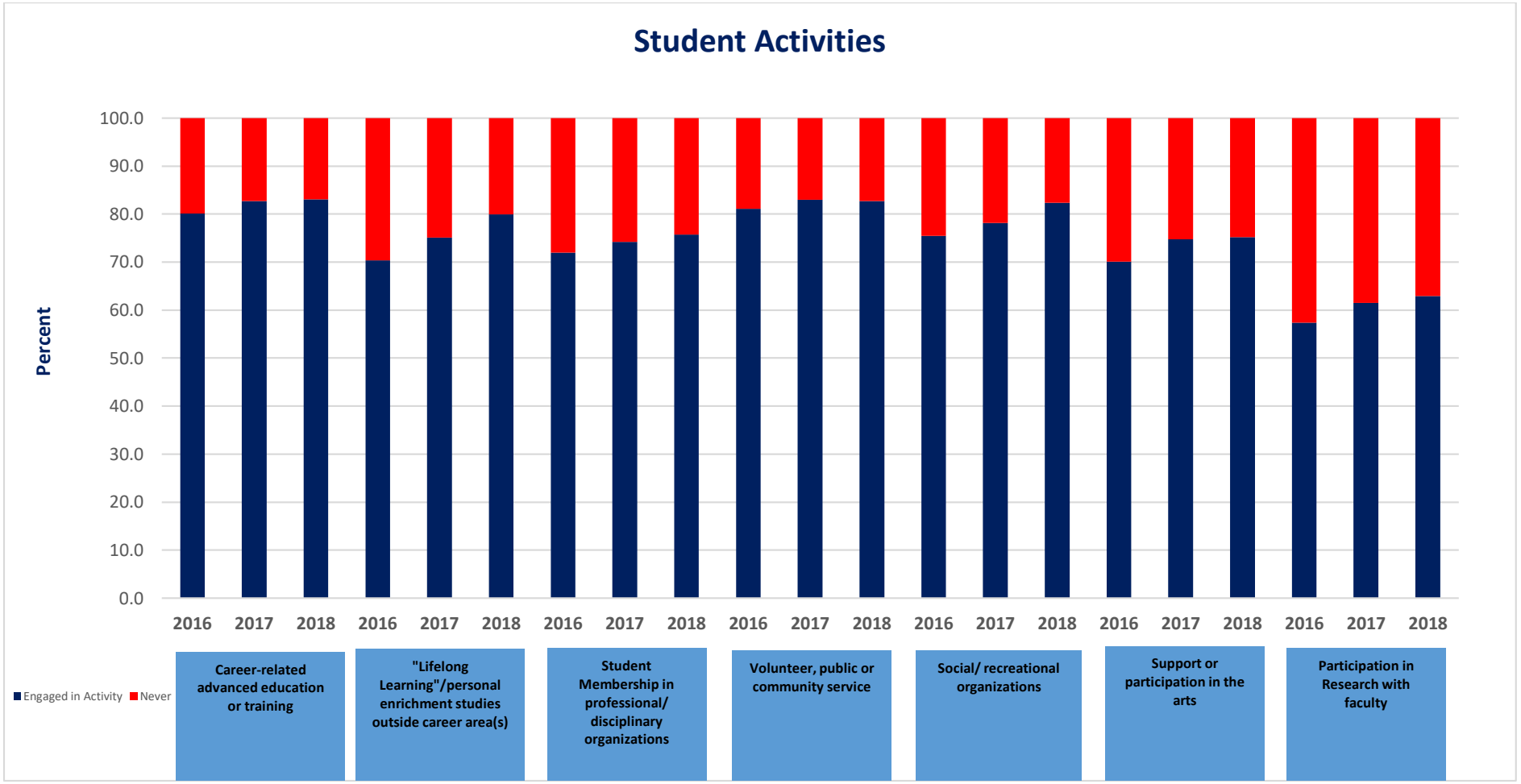
How often did you engage in the following activities?

Activities	Year	N*	Engaged in Activity	Very Often (%)	Often (%)	Sometimes (%)	Rarely (%)	Never
Career-related advanced education or training	2016	251	80.1	15.9	15.9	32.7	15.5	19.9
	2017	226	82.7	19.9	20.4	28.8	13.7	17.3
	2018	260	83.1	17.7	20.0	30.4	15.0	16.9
"Lifelong learning"/personal enrichment studies outside career area(s)	2016	250	70.4	15.6	16.8	21.2	16.8	29.6
	2017	225	75.1	15.6	17.8	28.0	13.8	24.9
	2018	254	79.9	14.6	20.9	28.3	16.1	20.1
Student membership in professional/disciplinary organizations	2016	250	72.0	15.2	16.4	24.0	16.4	28.0
	2017	225	74.2	21.3	17.3	20.9	14.7	25.8
	2018	251	75.7	17.5	20.3	23.1	14.7	24.3
Volunteer, public or community service	2016	249	81.1	16.5	22.9	24.5	17.3	18.9
	2017	223	83.0	17.0	22.0	28.3	15.7	17.0
	2018	255	82.7	17.3	22.4	29.4	13.7	17.3
Social/recreational organizations	2016	249	75.5	18.5	18.5	21.7	16.9	24.5
	2017	224	78.1	21.0	17.9	29.0	10.3	21.9
	2018	255	82.4	20.0	19.2	30.6	12.5	17.6
Support or participation in the arts	2016	251	70.1	12.0	13.9	21.1	23.1	29.9
	2017	222	74.8	12.6	16.7	27.5	18.0	25.2
	2018	254	75.2	13.0	13.8	25.6	22.8	24.8
Participation in research with faculty	2016	251	57.4	11.6	12.7	16.7	16.3	42.6
	2017	226	61.5	12.8	14.2	15.0	19.5	38.5
	2018	256	62.9	13.3	13.7	19.9	16.0	37.1

Exit Survey Total Number of Respondents- Spring 2016 (291), Spring 2017 (239) and Spring 2018 (274)

*** The number of respondents (N) who answered the question.**

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

Appendix 1

Francis Marion University
Exit Survey – Fall 2018
Office of Human Resources/Institutional Research

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 that follow. Please read each statement carefully and fill in the response that best expresses your opinion. Thank You and congratulations!

Section I. Reasons for Attending FMU

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

Section II.

13. While at FMU, I worked: _____ On-Campus _____ Off-Campus
14. How many hours per week did you work? _____ 1-10 hours _____ 11-20 hours _____ 21-35 hours _____ over 35 hours
15. While at Francis Marion have you borrowed money to finance your tuition or educational expenses? Yes___ No___
    If yes, indicate the number of semesters that you have attended and circle the category which includes the amount of money that you have borrowed.
    Number of semesters attended_____.
    Less than $10,000 $10,000-19,999 $20,000-29,999 $30,000-39,999 $40,000-49,999 $50,000 or more
16. Was FMU your first choice out of high school? _____ Yes _____ No
17. Was it your first intent to transfer to another institution? _____ Yes _____ No
18. What is your major/academic program?

Check Your Major:

	Biology		Mass Communication
	Business		Mathematics
	Chemistry		Modern Languages
	Education		Nursing
	English		Physics
	Fine Arts		Political Science
	History		Psychology
	MBA		Sociology
	M.Ed./MAT in Education		MS in Applied Psychology

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.)
	Plan to seek additional undergraduate courses for career preparation
	Have been accepted for a doctoral degree at another university
	Have been accepted for a master's degree at another university
	Have been accepted for a master's degree at FMU
	Plan to live in SC after finishing all of your education
	Have been offered full-time employment
	The job you have been offered is related to your major field of study
	Have not been offered full-time employment, but anticipate being employed within the next six months

Please Continue On The Backside

Section III. FMU Support Services – Please share your perception of these support services at FMU.

How satisfied are you with:	Never Used	Very Helpful	Helpful	Somewhat Helpful	Unhelpful	Very Unhelpful
19. Counseling and testing						
20. Career Development						
21. Math Lab						
22. Study Hall						
23. Tutoring Center						
24. Writing Center						
25. Academic Advisor						
26. Classroom instructors						
27. Course syllabuses						
28. Student Life						
29. Financial Assistance						
30. Residence Life						
31. Computer Services						
32. Library						
33. Campus Police						
34. Business Office						
35. Multicultural Affairs						
36. Registrar						
37. Student Health Services						
38. Media Center						

Section IV: Educational Experiences

How satisfied are you with:	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
MAJOR program of study						
INSTRUCTION in major program of study						
GENERAL EDUCATION program of study (non-major requirements)						
INSTRUCTION in general education						
OVERALL ACADEMIC EXPERIENCE						
OVERALL EXPERIENCE						

How often did you engage in the following activities?	Very Often	Often	Sometimes	Rarely	Never
Career-related advanced education or training					
"Lifelong learning"/personal enrichment studies outside career area(s)					
Student membership in professional/disciplinary organizations					
Volunteer, public or community service					
Social/recreational organizations					
Support or participation in the arts					
Participation in research with faculty					

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

Foreign Language	Semesters Studied	Foreign Language	Semesters Studied

If you participated in University –sponsored travel which took you outside of South Carolina, please list your destination(s) and the amount of time you were out of the state.

Destination	Time Spent Out of State	Destination	Time Spent Out of State

Please Continue to the Next Page

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 to in order to develop problem-solving skills to make informed and responsible choices.							

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:		

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

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