Spring 2021

Francis Marion University

General Education Report

2019-2020 Academic Year

Dr. Minerva R. Brauss
DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

Table of Contents

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 (2019 - 2020 Academic Year)

Preparers (Program/Department Institutional Effectiveness Representatives)

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

Vice President for Administration and Planning (Charlene Wages)

Executive Summary

This General Education Report 2019-2020 (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, 2018, 2019 and academic year 2019-2020; and Recommendations.

Table (i) shows the number of program/departments reported in the General Education Reports for 2016-2017, 2017-2018, 2018-2019 and 2019-2020 academic years. For academic year 2019-2020, thirty-three programs/departments submitted either the IE Program/Department Reports and/or the General Education Reports. Out of these academic reports, 42 Student Learning Outcomes (SLOs) addressed the nine General Education Goals, that is, five less SLOs compared to the previous academic year. Most of these SLOs were selected from the 100, 200-level courses or one upper 400-level course. The findings are summarized in Table (ii), which provides the General Education Goals along with program/department, courses, student learning outcomes, and assessment results.

Table (i): Program/Departments Reported in the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 Academic Years

2016-2017 Academic Year	2017-2018 Academic Year	2018-19 Academic Year	2019-2020 Academic Year
English Composition	English Composition*	English Composition*	English Composition*
Speech Program	Speech Program	Speech Program*	Speech Program*
Department of Biology	Department of Biology*	Department of Biology*	Department of Biology*
Physics, Industrial Engineering/ Physics & Astronomy	Physics, Industrial Engineering/ Physics & Astronomy*	Physics & Industrial Engineering*	Physics & Industrial Engineering*
Mathematics Program	Mathematics Program*	Mathematics Program*	Mathematics Program*
Department of History	Department of History	Department of History*	Department of History*
Department of Political Science & Geography	Department of Political Science & Geography	Department of Political Science & Geography	Department of Political Science & Geography
Visual Arts Program	Visual Arts Program	Visual Arts Program	Visual Arts Program
	Sociology*	Sociology*	Sociology*
	Theatre Arts	Theatre Arts	Theatre Arts
		Professional Writing Program*	Professional Writing Program*
	Languages		
Chemistry Program		Chemistry*	

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

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

General Education Goal	Reported			
	Program/Department	**Course**	**SLOs**	**Assessment Results**
Goal 1	**English Composition**	**ENG 101 (2019-2020)***	GE-SLO 1a	Benchmark Met
			GE-SLO 1b	Benchmark Not Met
	Speech Program	**SPEECH 101***	SLO 1.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
			SLO 4 .0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
	Visual Arts Program [1]	ARTH 221	Renamed SLO 2.0	No results reported due to Covid-19 pandemic
	Department of History	**HIST (100-level courses)**	SLO 4.0	Benchmark Met
	Professional Writing Program	**ENG 405***	SSLO 2	**Direct Assessment** Target Met **Indirect Assessment** Target Met
Goal 2	Visual Arts Program	ARTH 221	Renamed SLO 3.0	Target Not Met
	Speech Program	**SPEECH 101***	SLO 3.0	**Direct Assessment** Benchmark Not Met **Indirect Assessment** Benchmark Met
Goal 3	**Department of Biology**	**BIO 103*** **BIO 104* No Results**	SLO 3	Benchmark Met
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	SLO #3	5 Measurable Outcomes – Benchmark Met
	Visual Arts Program	ARTH 206	Renamed SLO 4.0	Baseline Met
	Speech Program	**SPEECH 101***	SLO 1.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
			SLO 5.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
	Professional Writing Program	**ENG 405***	SLO 3	**Direct Assessment** Target Met **Indirect Assessment** Target Met
			SLO 4	**Direct Assessment** Target Met **Indirect Assessment** Target Met

Goal 4	Theatre Arts	Theatre 210 & Exit Exam	SLO 1	No results reported due to Covid-19 pandemic
			SLO 2	Benchmark Met
			SLO 3	No results reported due to Covid-19 pandemic
			SLO 4	No results reported due to Covid-19 pandemic
	Visual Arts Program	Sophomore Students	Renamed SLO 6.0	Baseline Met
Goal 5	**Physics & Industrial Engineering**	**Physical Science 101 - PSCI (Lab) ***	SLO #5	4 Measurable Outcomes – Benchmark Met
	Mathematics Program	**Math 111 ***	SLO 1.0	Overall Target Not Met Outcome 1.1 – Target Not Met Outcome 1.2 – Target Not Met Outcome 1.3 – Target Met Outcome 1.4 – Target Met
			SLO 2.0	Overall Target Not Met Outcome 2.1 – Target Met Outcome 2.2 – Target Not Met Outcome 2.3 – Target Not Met Outcome 2.4 – Target Met
			SLO 3.0	Overall Target Not Met Outcome 3.1 – Target Met Outcome 3.3 – Target Not Met Outcome 3.4 – Target Met
			SLO 4.0	Overall Target Not Met Outcome 4.1 – Target Not Met Outcome 4.2 – Target Met Outcome 4.3 – Target Met Outcome 4.4 – Target Met
Goal 6	**Department of Biology**	**BIO 103*** **BIO 104* No Results**	SLO 1	Target Met BIO 103
			SLO 2	Target Met for BIO 103
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	SLO #6	7 Measurable Outcomes – Benchmark Met
Goal 7	**Speech Program**	**SPEECH 101***	SLO 2.0	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
	Department of History	**HIST (100-level courses)**	SLO 2.1	Benchmark Not Met
			SLO 3.0	Benchmark Met
			SLO 5.0	Benchmark Met
			SLO 5.1	Benchmark Met
			SLO 6.0	Benchmark Met
	Sociology	**SOCI 201***	SLO 7e	Benchmark Not Met
			SLO 7f	Benchmark Not 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 (2019-2020) ***	GE-SLO 9	Benchmark Met
	Visual Arts Program	ARTH 221	Renamed SLO 3	No results reported due to Covid-19 pandemic
	Sociology	**SOCI 201***	SLO 9b	Benchmark Not Met
	Speech Program	**SPEECH 101***	SLO 1	**Direct Assessment** Benchmark Met **Indirect Assessment** Benchmark Met
			SLO 3	**Direct Assessment** Benchmark Not Met **Indirect Assessment** Benchmark Met
	Professional Writing Program	**ENG 405***	SLO 1	**Direct Assessment** Target Met **Indirect Assessment** Target Met
			SLO 2	
			SLO 3	
			SLO 4	
			SLO 5	

* Submitted General Education Program/Department report
1 Visual Arts Program and Professional Writing Program have renamed their SLOs
Note: Assessment Methods and Action Items for each SLO can be viewed in General Education Competencies section.

The Exit Survey in *Appendix 1* is a voluntary survey given to all Francis Marion University's graduating seniors. Two previous surveys i.) the Career Development Graduate Exit Employment Survey (Career Development Office) and ii.) the Exit Survey (from the Office of Human Resources and Institutional Research) were combined to form the new Exit Student Survey. The Exit Survey consists of 7 sections i.) Demographic Information, ii.) Reason for Attending FMU, iii.) Financial Obligations, iv.) Support Services, v.) Future Formal Education, vi.) FMU Educational Experience, and vii.) Employment and Experience. The Office of Institutional Effectiveness collaborated with the Vice President for Administration and Planning, Center for Academic Success and Advisement (CASA), Provost's Office, and Academic & Student Support Services units to create the first Spring 2019 Exit Survey.

For the first-time this academic year, the survey was administered online and included all graduates. Most of the fall 2019, spring 2020 and summer 2020 graduates completed the survey. Providing the exit surveys electronically have proven fruitful especially during the COVID-19 pandemic. It has also curtailed on data entry errors, printing charges, human resources, time during commencement exercises and entering of student responses.

The final part of the report discusses students' evaluation of their success in achieving The General Education Goals and satisfaction level of their Education Program of study (non-major requirements). Specifically, the report examines Section V – FMU Educational Experiences of the Exit Survey (see Appendix I on page 86-91). Section V measures success of each goal based on students' perception and experiences. The survey uses a Likert scale ranging from strongly agree to strongly disagree. The results for each goal for the previous 4 spring semesters and 2019-2020 academic year are tallied and illustrated in Table 16 and Figures 4 to 13. Following, Figure 14 on page 79 shows students' satisfaction level based on their General Education program of study (non-major requirements). Finally, Table 17 and Figures 15 & 16 on pages 80-83 in the report illustrates responses on students' engagement level across activities on and off campus.

In conclusion, The General Education Report (2019-2020) emphasizes 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, 2018, 2019, and 2019-2020 academic year; and Recommendations. As a result, six recommendations made by the Director of Institutional Effectiveness and the Institutional Effectiveness Committee were similar to the 2018-2019 General Education Report. Following these recommendations, the Institutional

Effectiveness Committee met to discuss and present their findings and action items for the 2019-2020 General Education Institutional Report (see *Appendix 2*).

The following were the recommendations stemming from the Office of Institutional Effectiveness (OIE) and the Institutional Effectiveness Committee (IEC):

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

2.) Identify

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

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

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

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

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

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

7.) Provide a General Education Workshop for spring or fall 2021.

College-Level General Education Competencies & Evaluation Process

The General Education Program has six areas of knowledge (i.e. Communication, Social Sciences, Humanities, Humanities/Social Sciences Elective, Mathematics, and Natural Sciences) and has nine General Education Goals.

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.

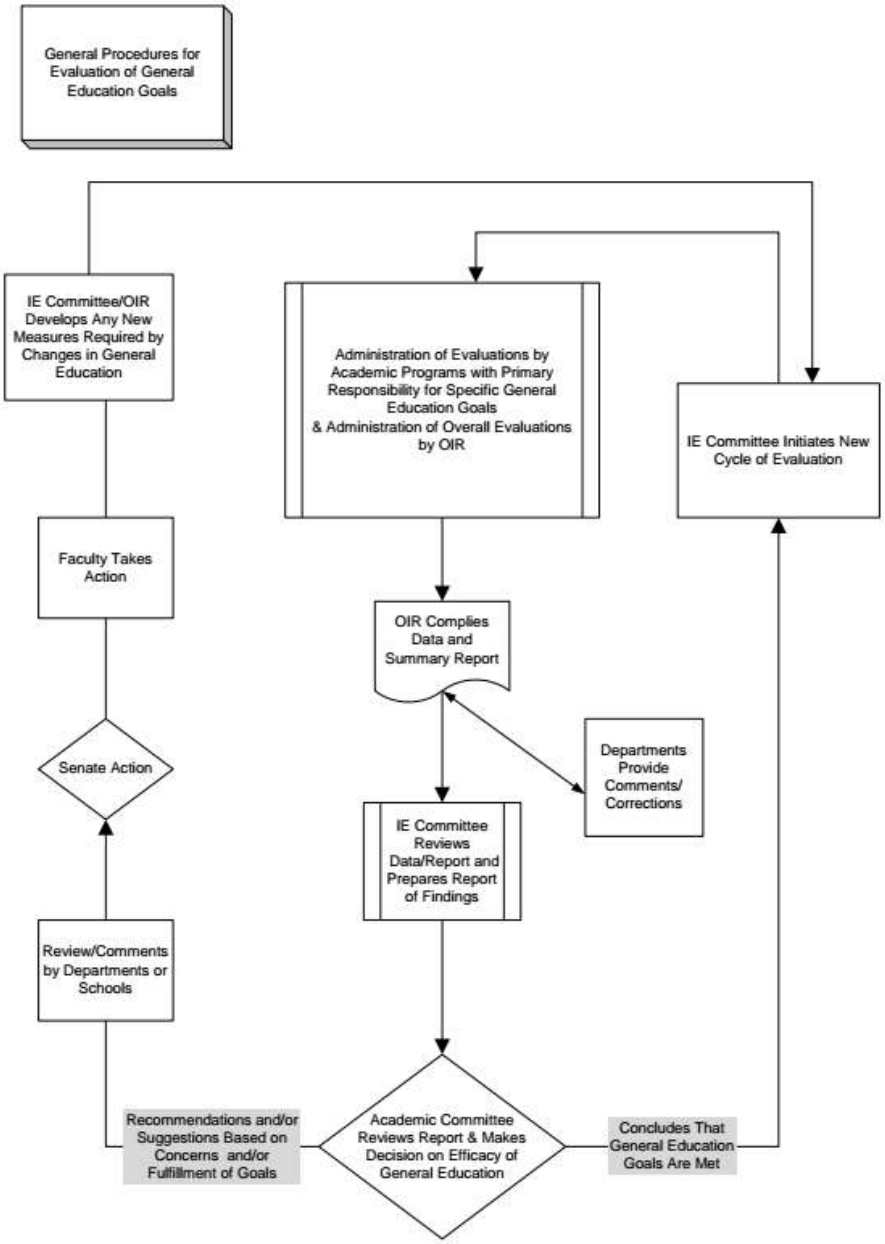
Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

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 Assessment

For the 2019-2020 academic year, thirty-three programs/departments submitted program/department Institutional Effectiveness (IE) reports to the Office of Institutional Effectiveness. Eight programs/departments also provided their General Education Reports. These programs/departments were English Composition; Speech Program, Department of Biology; Physics & Industrial Engineering; Mathematics Program; Department of History; Sociology; and Professional Writing Program.

The Student Learning Outcomes (SLOs) for the General Education Goals were collected from each program/department General Education IE Report and the program/department IE Report, see *Table 1*. SLOs relevant to General Education Goals were identified from 100, 200 and 400 level courses. Shown in *Table 2* are the courses and the number of SLOs drawn from the course, along with the corresponding General Education Goal. The specific SLOs that correspond to a General Education Goal found in *Tables 5 to 15*. Alternatively, *Table 3* provides the General Education Goals and corresponding courses along with the program/department and the authors of the program/department IE and General Education IE reports.

Table 1: Identifying Student Learning Outcomes

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

Table 2: 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, 3, 9	1
		Goal 7	1
		Goal 2, 9	1
		Goal 1	1
		Goal 3	1
Department of Biology	**BIO 103 and BIOL 104***	Goal 3	1
		Goal 6	2
Physics & Industrial Engineering	**PSCI 101 (Lab)***	Goal 3 & Goal 5 & Goal 6	3
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	1
		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	5
		Goal 1	1
Sociology	**SOCI 201***	Goal 7 & Goal 9	3
Professional Writing Program [1]	**ENG 405**	Goal 1 & Goal 9 Goal 3 & Goal 9 Goal 9	1 2 2
Total Student Learning Outcomes			**42**

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

Table 3: 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 (2019-2020)***	**Rachel Spear**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	Visual Arts Program	ARTH 221	Gregory G. Fry
	Department of History	**HIST (100-level courses)**	**Scott Kaufman**
	Professional Writing Program	**ENG 405***	**Christine Masters**
Goal 2	Visual Arts Program	ARTH 221	Gregory G. Fry
	Speech Program	**SPEECH 101***	**Bryan Fisher**
Goal 3	**Department of Biology**	**BIO 103 ***	**Ann Stoeckmann**
	Department of Biology	**BIO 104 ***	**Ann Stoeckmann**
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
	Visual Arts Program	ARTH 206	Gregory G. Fry
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	Professional Writing Program	**ENG 405***	**Christine Masters**
Goal 4	Theatre Arts	Theatre 210 & Seniors	Keith Best
	Visual Arts Program	Sophomore Students	Gregory G. Fry
Goal 5	**Physics & Industrial Engineering**	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
	Mathematics Program	**Math 111 ***	**Thomas Fitzkee, Kevin LoPresto, Nicole Panza, George Schnibben, and Sophia Waymyers**
Goal 6	**Department of Biology**	**BIO 103 ***	**Ann Stoeckmann**
	Department of Biology	**BIO 104 ***	**Ann Stoeckmann**
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	**Larry Engelhardt**
Goal 7	**Department of History**	**HIST (100-level courses)**	**Scott Kaufman**
	Sociology	**SOCI 201***	**Jessica Burke**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
Goal 8	Department of Political Science and Geography	POL 101	Richard Almeida
	Department of Political Science and Geography	POL 103	Richard Almeida
Goal 9	**English Composition**	**ENG 101 (2019-2020) ***	**Rachel Spear**
	Visual Arts Program	ARTH 221	Gregory G. Fry
	Sociology	**SOCI 201***	**Jessica Burke**
	Speech Program	**SPEECH 101***	**Bryan Fisher**
	Professional Writing Program	**ENG 405***	**Christine Masters**

* Submitted General Education Program/Department report

Table 4 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 4* 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 4: 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 (2019-2020) ENG 405**	6	6
	2	Speech Communication 101	Speech 101	3	3
	3	Foreign Language (B.A. requires completion of a 202 level course)		0	12
Social Sciences				**9**	**9**
	1	Political Science 101 or 103	POL 101 & POL 103	3	3
	2	Anthropology, Economics, Geography, or Sociology	**SOCI 201**	3	6
	3	Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	**SOCI 201**	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 & Sophomore Students	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**	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** **Physical Science 101 - PSCI (Lab)**	4	0
Total Semester Hours for the General Education Program				**48**	**59**

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

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

- English 101, Speech 101, ARTH 221, HIST (100-Level Courses) and ENG 405
- 7 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for five out of seven Student Learning Outcomes
    - 3 SLOs had Direct and Indirect Assessment and their Targets were Met
    - 1 SLO had no results reported due to the changes from in-person classes to online classes.

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

- Courses in ARTH 221, and SPEECH 101
- 2 Student Learning Outcomes
- Assessment Results –
    - 1 SLO's Target Not Met
    - 1 SLO had Direct and Indirect Assessment for which only the Indirect Assessment's Benchmark was Met.

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

- BIO 103, BIO 104, PSCI (Lab), ARTH 206, SPEECH 101, and ENG 405
- 7 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for six out of seven Student Learning Outcomes
    - 1 SLO had Direct and Indirect Assessments, and Target was Met for both types of assessments.

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

- Theatre 210 & Exit Exam, and Sophomore Students in the Visual Arts Program.
- 5 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for one out of 5 Student Learning Outcomes
    - 3 out of the 5 SLO have no results reported due to the changes from in-person classes to online classes.

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 –
    - Benchmark and Target Met for one out of the 5 Student Learning Outcomes.
    - Overall Targets for Math 111 were Not Met but several outcomes within the overall SLOs were Met.

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 –
    - Benchmarks or Targets Met for three out of the three Student Learning Outcomes.
    - Results for BIOL 104 were not reported due to the changes from in-person classes to online classes.

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.

- SPEECH 101, HIST (100-Level Courses), and SOCI 201
- 7 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for five out of the eight Student Learning Outcomes.
    - 1 SLO had Direct and Indirect Assessment for which Benchmarks were Met.

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

- POL 101 and POL 103
- 2 Student Learning Outcomes
- Targets Not Met.

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, ARTH 221, SOCI 201, SPEECH 101, and ENG 405
- 8 Student Learning Outcomes
- Benchmark or Target Met for five out of eight Student Learning Outcomes
    - 4 SLOs had Direct and Indirect Assessment for which Benchmarks or Targets were Met.
    - Plus 1 SLO had Direct and Indirect Assessment for which only the Indirect Assessment's Benchmark was Met.

Student Learning Outcomes and General Education Goals by Program/Department

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

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

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 for the next academic year(s).

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 2019-2020, the program pulled from indirect and direct assessments. Specifically, 513 composition students, or about 69% 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 115 randomly selected papers from 39 sections of ENG 101. For a complete explanation of the assessment methods, refer to the English Composition Program's Institutional Effectiveness Report: Academic Year 2019-2020. That report also contains the program's mission as well as the results of direct and indirect assessment.

Table 5: 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. We piloted this method of assessing the General Education goals in 2017-2018 and are still in the process of establishing baselines, using previous years' data for general comparisons. Furthermore, results are flawed due to the fact that this year's direct assessment focuses on English 101 whereas English 102 completes the general education requirement. However, assessment of English 101 yields insight mid-way through the general education composition requirement knowing that the 102 direct assessment years will look at the general education curriculum at its conclusion. Keeping these factors in mind, we are making our benchmark lower than our programmatic benchmark, setting it at 70%. The assessment method and process mirrored our programmatic assessment and was grouped into our examination of whether or not a third reader was needed.	A.) RESULTS: 80% of the essays successfully met this measure. Specifically, 92 out of the 115 had an average score of 2.1 or greater on the 4-point scale.
			GE-SLO 1b: The paper(s) demonstrate(s) that the student can write English creatively (or stylistically).		A.) RESULTS: 58% of the essays successfully met this measure. Specifically, 67 out of the 115 had an average score of 2.1 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.		A.) RESULTS: 73% of the essays successfully met this measure. Specifically, 84 out of the 115 had an average score of 2.1 or greater on the 4-point scale.

Action Items:

A) BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This increased by 3% from the 2017-2018 year's data.

A) BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was not met. However, due to the emphasis on the word "creatively" in the general education goal, knowing that that is problematic, the committee is not concerned about the lower score. We anticipate that this general education goal will be revised to remove that wording. That being said, we will also work with our faculty to encourage them to help students' take stylistic risks. This increased by 15% from the 2017-2018 year's data.

A) BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This increased by 1% from the 2017-2018 year's data.

Speech Program

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

Table 6: Student Learning Outcomes and General Education Goals (1, 2, 3, 7, and 9)

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.** **Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.** **Goal 9: The ability to reason logically and think critically in order to develop problem solving skills to make informed and responsible choices.**	SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.	***Direct Assessment*** All five SLOs were assessed using the *Competent Speaker* form designed by the National Communication Association. With this instrument, we measured student ability two times during the course. The first assessment was given at the beginning of the course when students delivered their informative speeches, and the second was given at the end of the course when students presented their persuasive speeches. Through this process, we were able to measure the impact of the course on student ability. Before each semester began, all Speech 101 instructors were given a randomly generated set of five numbers, each under twenty. By applying these five numbers to their rosters, instructors identified the random list of five students to assess in each of their sections. For the first major speech, all Speech 101 instructors used the *Competent Speaker* evaluation form to assess these five students in each of their sections. Designed by the National Communication Association, the *Competent Speaker* form includes eight competencies. Students received either a 1 (unsatisfactory), a 2 (satisfactory), or a 3 (excellent) in each of the eight competencies. The total score received was between eight and twenty-four. These same five students in each section were then evaluated using the same form and guidelines for their last major speeches near the end of the semester. Their performances on each evaluation were then compared.	***Direct Assessment*** In the 2019-2020 academic year, 93 students were assessed using the direct measure. As indicated in the table below, the benchmark of a 5% improvement from the first major speech (Group 1) to the last major speech (Group 2) was achieved for the aggregate of all 8 competencies. However, the benchmark was not met for individual competencies one, five, seven and eight. As the extent to which the five SLOs are achieved is determined by student performance in each of the eight competencies, the results suggest that all but SLO 3.0 is at least partially affected by the four competencies falling below the benchmark.
		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 2.0: Students will learn to analyze the needs and interests of a given audience.		

		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 to make informed and responsible choices.**	SLO 3.0: Students will learn to research and offer support for the content of the message.	BASELINE: There is no baseline established as our method for measuring individual competencies is newly developed. BENCHMARK: Assessed students will improve their score on each of the eight competencies from their first major speech to the last major speech by an average of 5%. TARGET: In the next three to five years assessed students will increase their score by an average of 10% on each of the eight competencies from their first major speech to their last major speech. ***Indirect Assessment*** At the end of each semester, all Speech 101 students are asked to complete an online self-report survey that measures the extent to which they perceive they have improved. It is a five-question survey using a Likert-style scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). BASELINE: There is no baseline established for this measure as it is newly established. BENCHMARK: 80% of responding students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey. TARGET: In the next three to five years, 85% of students will offer a positive endorsement (indicat *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey.	***Indirect Assessment*** In the 2019-2020 academic year 312 students completed the indirect measure. The benchmark of 80% of assessed students offering a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey was surpassed.
		Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.	SLO 4.0: Student will learn to use language effectively to convey content and evoke emotion.		
		Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.	SLO 5.0: Student will learn effective delivery skills.		

Table 6a: Direct Assessment Results

Group (2019-2020)		Competency One	Competency Two	Competency Three	Competency Four	Competency Five	Competency Six	Competency Seven	Competency Eight	Average Total 8 Comp	%
1	Mean	2.43	2.15	1.98	2.1	2.25	1.89	2.23	1.94	2.12	70.71
	Average %	81.00	71.67	66.00	70.00	75.00	63.00	74.33	64.67		
	N	93	93	93	93	93	93	93	93		
2	Mean	2.52	2.56	2.31	2.41	2.27	2.12	2.37	2.08	2.33	77.67
	Average %	84.00	85.33	77.00	80.33	75.67	70.67	79.00	69.33		
	N	93	93	93	93	93	93	93	93		
Diff %		3.00	13.67	11.00	10.33	0.67	7.67	4.67	4.67		6.96

Indirect Assessment Results

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

1.) *choose and narrow a topic for a given audience and a given amount of speaking time.* **90%**
2.) *gather quality research material to support thesis and main points.* **90%**
3.) *organize material into a clear message and easy-to-follow progression.* **90%**
4.) *use appropriate and effective language for a given audience and speaking situation.* **89%**
5.) *offer a clear and smooth delivery of the message*. **84%**

Action Items:
DIRECT:

The results of the direct measure indicate that students are benefitting from the instruction in Speech 101 classes and that the five SLOs are being achieved. While the benchmark of 5% improvement was not achieved for four of the eight competencies, there was some improvement in each of them.

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

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

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

SLO 3.0: Not affected.

SLO 4.0: Our approach here will be similar to what we will do for SLO 1.0. The effectiveness of one's language is entirely dependent on the audience. In addition, we can spend more time emphasizing the significance of word choice. We can demonstrate how fragile and malleable language can be and that great care must be given to this part of the speech process.

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

INDIRECT:

The results of the indirect assessment indicate that Speech 101 instruction has been successful in building student confidence in regard to all five SLOs. All measures greatly surpassed our benchmark of 80%, and the lowest result was measure five at 84%. Measure 5 ask students' confidence in their ability to *offer a clear and smooth delivery of the message.* This likely results from the unwarranted weight students tend to give delivery over other aspects of the speech process. It is also the aspect that make them the most anxious. It follows that this measure would show the lowest result. As mentioned in the previous section, in order to address this in our classes, we can spend more time stressing the importance of the other aspects of the speech process while explaining that delivery is only one part. Further, we can help build their confidence by giving them more in-class opportunities to practice, showing them examples of great speeches that didn't have perfect deliveries (focusing on the unattainability of perfection), and providing more focused on feedback on individual aspects of delivery.

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

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

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

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

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

5) Uses language appropriate for the audience and occasion.

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

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

8) Uses physical behaviors that support the verbal message.

Department of Biology

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

Executive Summary of Report

The Biology Department assessed student achievement in the one general education course offered by the department (Biology 103) with cumulative exams. We were unable to administer the cumulative exam to the other general education course offered by the department (Biology 104) in spring semester because the campus transitioned from face-to-face classes to on-line in Spring due to COVID-19. This academic year we again used "pre-post testing" to assess achievement from the beginning to the end of the semester. We created different but comparable forms of each exam to ensure that the student is not taking the same exam twice. Results show good achievement: benchmarks and targets were achieved. We will continue discussions of these issues related to achievement. To improve student performance, we will enhance instruction in areas we determine from the exam results that need to be reinforced.

General Education - Science-Related Student Learning Outcomes:

The Department of Biology offers two courses that non-majors may take to complete science-related general education requirements at FMU (Biology 103 and 104). However, we were only able to assess Biology 103 in the fall semester 2019. We were unable to assess Biology 104 in the spring 2020 because the campus transitioned from face-to-face classes to on-line in Spring due to COVID-19.

To assess student success in meeting the science-related learning outcomes 1 and 2 above, a course-specific cumulative exam (multiple choice format) was administered. We implemented the use of "pre-post testing" to assess achievement from the beginning to the end of the semester in each course. We created different but comparable forms of each exam to ensure that the student is not taking the same exam twice. We administered the exam to Biology 103 students at the beginning and at the end of the Fall semester 2019. We regard the mean percent score of the exam results to be a reasonable indicator of student-success in meeting the 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. In addition, all courses used on-line resources during Spring 2020 due to the transition from face-to-face to online because of COVID-19.

Table 7: 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.**	1: The student will have an understanding of the natural world.	1: The student will have an understanding of the natural world at the overall average of: Baseline (last year's results average of Bio 103 and Bio 104) 63%, Benchmark 64%, Target (4 year, set in 2019) 64%, as measured by a cumulative exam.	1: The students demonstrated an understanding of the natural world at an average of 71% as measured by a cumulative exam. Since that is greater than the benchmark of 64% and the target of 64%, both of those goals were achieved by Bio 103 students.
			2: The student will be able to think critically and to apply scientific principles to reach conclusions.	2: The student will be able to think critically and to apply scientific principles to reach conclusions at the overall average of: Baseline (last year's average of Bio 103 and Bio 104) 57%, Benchmark 60%, Target (4 year, set in 2019) 64%, as measured by a cumulative exam.	2: The students demonstrated the ability to think critically and to apply scientific principles to reach conclusions at an average of 66% as measured by a cumulative exam. Since that is greater than the benchmark of 60% and the target of 64%, both of those goals were achieved by Bio 103 students.

		Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.	3: The student will be able to use technology.	3: The student will be able to use technology as measured by the proportion of courses that require that students use at least one form of technology (Baseline 93%, Benchmark 90%, Target 93%)	3: The student will be able to use technology as measured by the proportion of courses that require that students use at least one form of technology (Baseline 93%, Benchmark 90%, Target 93%). The benchmark was met.

Assessment Results Continued

Student Learning Outcomes

1. The students demonstrated an understanding of the natural world at an average of 71% as measured by a cumulative exam. Since that is greater than the benchmark of 64% and the target of 64%, both of those goals were achieved by Bio 103 students.
2. The students demonstrated the ability to think critically and to apply scientific principles to reach conclusions at an average of 66% as measured by a cumulative exam. Since that is greater than the benchmark of 60% and the target of 64%, both of those goals were achieved by Bio 103 students.

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

Table 1. Summary of results of the Biology 103 cumulative exam administered in Fall 2019 at the beginning and at the end of the semester and results from the end of the Fall 2018.

Student Learning Outcome	**Assessment** (question that pertains to each learning outcome)	**Result** (Mean percent correct)		
		Fall 2018 End	Fall 2019 Beginning	Fall 2019 End
1. The student will have an understanding of the natural world.	1, 6-8, 11-15	67.3	49.3	71.4
2. The student will be able think critically and to apply scientific principles to reach conclusions.	12-5, 9,10,16-18	65.2	50.9	65.6
Number of students		128	171	132
Overall mean		66.1%	50%	68.5%

Biology 103: Student achievement exceeded the benchmarks and targets of both SLO 1 (understanding the natural world) and SLO 2 (critical thinking and applying scientific principles) (Benchmarks: SLO 1 64%, SLO 2 60%; Targets: SLO 1 64%, SLO 2 64%) in both the overall exam average and on questions that assessed each SLO separately. In addition, achievement improved 18.5% by the end of the semester and increased about 2% compared to last year.

Student Learning Outcomes

3. The student will be able to use technology as measured by the proportion of courses that require that students use at least one form of technology (Baseline 93%, Benchmark 90%, Target 93%). The benchmark was met.

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; with the transition from face-to-face to online all biology courses were on-line this spring. Table 7 lists technology used in Biology courses and laboratories. The majority of lectures and labs have some exposure to technology imbedded into them (average = 98%; fall 22/23 = 96%; spring 24/24 = 100%). With the transition to completely on-line delivery and assessment in the spring due to COVID-19, 100% of biology courses used technology in the spring. Thus, we met our benchmark of 90% and target of 93% 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 are used routinely by courses that require data analysis and graphing.

Table 7. Types of technology, the uses, the courses this technology is incorporated. All courses used on-line resources during Spring 2020 due to the transition from face-to-face to online because of COVID-19.

Program	Use	Course number
Blackboard	posting grades, announcements, resources, course notes, homework	102, 103, 104, 105, 106, 115L, 107, 108, 120, 202, 205, 209, 210, 215, 301, 302, 303, 305, 307, 308, 311, 317, 320, 401, 402, 406, 407, 409, 411, 412, all courses in spring
	On-line quizzes and exams	102, 103, 105, 104, 106, 107, 108, 305, 308, 401, 407, all courses in spring
	Submit assignments	406, all courses in spring

Textbook/publisher website/resources	Homework, assignments, quizzes	105, 106, 107, 108
	Virtual labs, exercises, e.g., *Labster*	115L, 106, 107, 108, 205, 401
Other programs	ArcGIS	202, 308, 402, 411
	Mesquite	409
	Other course specific programs: e.g., Modelling programs, videography,	102, 306, 320, 402
iPads	Data collection	306, 412
Instructor created websites	Course resources, grades	213, 215, 236
Vernier and Pasco Probes (various), O2 & pH meters, EEG	Lab data collection	103, 104, 107, 115L, 120, 236, 308, 317, 402, 406, 411

Action Items:

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

Student Learning Outcomes 1 & 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 reinforced certain core principles and concepts and critical thinking skills. Benchmarks and targets were achieved in Bio 103. However, we were unable to assess Bio 104 this year thus we will ensure that instruction will continue to be enhanced in all areas in both courses in 2020-2021.

- We implemented pre- and post- exams at the beginning and end of the courses this academic year and will continue this practice in the 2020-2021 academic year. Creation of different but comparable forms of each exam for Bio 103 was completed but evaluation of the results for reliability and refinement of them will be carried over to the 2020-2021 academic year.

- We evaluated the exams for balance between content vs critical thinking. However, the evaluated of exams based on individual exam item analysis results from test item statistics will be carried over to 2020-2021 to determine if more question refinement is warranted. That continued evaluation and revision of the exams to better assess the students will be carried over to the 2020-2021 academic year.

Student Learning Outcomes 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 and other on-line resources with the department. We will continue these discussions and include discussions of other types and uses of technology in the classroom 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 2019-2020 academic year.

Physics, Industrial Engineering/Physics and Astronomy

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

Table 8: 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=75) Post-Test Results (N=68)
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	7.1 8.4
				2. Design experimental tests to eliminate (rule out) variables that do not affect the desired property. Gen Ed goals: #5, #6	6.2 7.2
				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	5.0 7.2
				4. Demonstrate proficiency in the data collection and analysis process; accurate measurements and computations. Gen Ed goals: #3, #5, #6	7.0 8.2
				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	5.3 8.8
				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 7.3
				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 7.0

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

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

Commentary/Actions

Students demonstrated measurable growth and improvement on each of the tested items, and the benchmarks were met for all seven of the items. Moreover, for most of the items (#1, 4, 5, 6), the results improved from last year to this year. For Item #7, the benchmark was barely met, which was a slight decrease from 76% last year to 70% this year. The faculty who teach Physical Science labs will discuss ways to emphasize this relationship between experimental data and mathematical equations.

Theatre Arts

Preparer: Dr. Keith Best 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 and direct assessment tool for this SLO has been the Exit Exam given to graduating seniors. The exit exam included questions from each theatre course that the student completed at FMU. These questions target specifics from the courses that would be representative of the knowledge in this SLO. The graded exams are reviewed by theatre faculty to determine areas in which students seem to have difficulty retaining important information. However, faculty have decided that a pre-/post- test combination would better suit our assessment needs. Essentially the same test containing the same questions, the pre-test would be given in the first semester of a student's program and the post-test given in their exit interview before graduation. We plan to implement the pre-test by Fall 2021 and post-test by December 2021. Any findings will be analyzed by the Theatre faculty at our closing meeting of the semester. An FMU Theatre Handbook was created to provide important information for Theatre majors and minors. This tool does not assess, but provides useful information for students to apply to their academic and creative pursuits, as well as reinforces information they learn in class and productions. Baseline – n/a Benchmark – Continued use of the FMU Theatre Handbook. Target – To create and implement a pre-/post- test for theatre majors and minors by Fall 2021. Update Theatre Handbook.	SLO 1: Due to early closing of the campus due to Covid-19, we gave no direct assessment exit exam this year. Therefore, the baseline, benchmark, or target were not met and we have no data.

			SLO 2: Students will demonstrate the skills necessary to successfully participate in a theatrical production under the direction and supervision of an experienced production team.	SLO 2: The direct assessment tool for this SLO is the use of the course Theatre Practicum (THEA 210) in which students receive a grade for specific roles (both onstage and backstage) under the direction of theatre faculty. Students are required to take multiple practicums in their program. The theatre faculty who work directly with the student in the production process assigns practicum grades at the end of the semester based on an evaluation of the student's performance in a specific assignment (lighting, acting, stage management, etc.). Items considered include (but are not limited to) attitude, professional manner, timeliness, discipline, commitment, quality of work, etc. Findings will be analyzed by the Theatre faculty at our closing meeting of the semester. Baseline – 100% of students taking the Practicum course in the 2017-2018 year were judged to have successfully completed (passed with a C or greater) the requirements of the course by a faculty panel. Benchmark – 100% passed with a C or greater 2018-19. Target – 100% to excel with an A.	SLO 2: There were 9 assessed practicums of 7 students. All practicums were passed with an "A". (Note: Due to Covid 19 closure, students assigned to work on the canceled April 2020 show were given an alternate assignment.) Therefore, baseline and benchmark were achieved.
			SLO 3: Students will identify, examine, and evaluate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.	SLO 3: Many parts of the Exit Exam were specific to the production process including areas of aesthetic judgment. These parts had been directly assessed independently of the entire exam in previous years. The pre-/post-test will also include these areas of direct assessment. We also utilize a response report (written and oral) from a KCACTF (Kennedy Center American College Theatre Festival) respondent for at least one of our yearly productions. This entails participation in the yearly festival including a visit from a respondent to comment upon all areas within a production. During this response, students are indirectly assessed through questions posed to them via the respondent. This year, we invited respondents to one production. At least one of our yearly productions includes an indirect assessment through a "post mortem" gathering. After the production closes, all cast and crew come together to discuss successes and challenges of that particular production. All findings will be analyzed by the Theatre faculty at our closing meeting of the semester.	SLO 3: No exit exam was given this year, so the baseline, benchmark and target were not met for this part of SLO #3. There were 12 students participating in the one KCACTF-assessed production so we met our baseline of one productions. The respondents' reports and comments echoed those concepts put forth by the faculty director during the production process. To have an outside professional reiterate what has been emphasized during the production process seems to encourage retention of those

				Baseline – Completion of the exit exam, one KCACTF assessment per year, and one post mortem discussion. Benchmark – Two KCACTF assessments and one post mortem discussion. Target – Completing the pre-/post-test, at least one KCACTF assessment, and one post mortem.	concepts. Respondent reports are attached.
			SLO 4: Students will examine, demonstrate, and create sufficient skills and knowledge in advanced areas of study in their specialty.	SLO 4: In addition to being directly assessed by faculty in the course, final projects in upper level courses such as, Costume Design, Directing II, and Acting IV, usually receive outside adjudication, which provides direct and indirect assessment. There is usually a written response and/or score from respondents. Any findings will be analyzed by the Theatre faculty at our closing meeting of the semester. Baseline – n/a Benchmark – Acting IV adjudicated. Target – We will ensure an outside assessment component in a performance or a technical area of the program each year.	SLO 4: There was no adjudication of advanced courses this year due to Covid-19 closure. .

Action Items:

SLO 1:

- Exit exam data is nonexistent for the 2019-2020 year. For the last few years, the faculty has been questioning whether the exit exam is providing useful information for our purposes. We intend to redesign the exit exam as a pre-/post-test ready Fall 2021 semester.
- The Theatre Handbook is online. It needs to be updated.

SLO 2:

- Benchmark met

SLO 3:

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

SLO 4:

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

Mathematics Program

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

Table 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 1.0: Students will be proficient in the techniques for evaluating functions and graphs. Outcome 1: Students will demonstrate competence to evaluate a function from its graphical representation. Outcome 2: Students will demonstrate competence to evaluate an exponential function. Outcome 3: Students will demonstrate competence to evaluate a rational function. Outcome 4: Students will respond to a statement concerning their confidence in their ability to evaluate functions and graphs.	For direct assessments, instructors of College Algebra II (Math 111) will collect student work samples of various graded assignments throughout the semester to assess problems that call for students to demonstrate proficiency in basic computational techniques listed in SLOs 1.1-1.3, 2.1-2.3, 3.1-3.2, and 4.1-4.3. Student samples will be evaluated based on an algebra performance rubric on a scale from 0 – 100 for each outcome. The target is a mean score of 70 of all	*Outcome 1 remained relatively unchanged and did not achieve the target.* *Outcome 2 decreased slightly and did not achieve the target.* *Outcome 3 increased slightly and did achieve the target.* *Outcome 4 increased and did achieve the target.* *SLO 1.0's overall target was not achieved.*
			SLO 2.0: Students will be proficient in the techniques for solving polynomial equations. Outcome 1: Students will demonstrate competence to solve a polynomial equation with rational solution(s). Outcome 2: Students will demonstrate competence to solve a quadratic equation with irrational solutions. Outcome 3: Students will demonstrate competence to solve a geometric word problem leading to a quadratic equation. Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations, predominantly quadratic equations.		*Outcome 1 increased and did achieve the target.* *Outcome 2 increased significantly and was slightly below the target.* *Outcome 3 remained relatively unchanged and did not achieve the target.* *Outcome 4 remained and did achieve the target.* *SLO 2.0's overall target was not achieved.*

			SLO 3.0: Students will be proficient in the techniques for solving rational equations. Outcome 1: Students will demonstrate competence to solve a rational equation. Outcome 3: Students will demonstrate competence to solve a word problem involving distance, rate, and time. Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve rational equations.	student assessments. For indirect assessments of 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 confidence (1 = not confident, 2 = confident, and 3 = very confident) in their ability to evaluate or solve the listed equation type(s). The surveys are completed at the end of the semester but before course grades are calculated. The target is mean score of 2.0 of all student responses.	*Outcome 1 increased and did achieve the target.* *Outcome 3 increased but did not achieve the target.* *Outcome 4 remained relatively unchanged and did achieve the target.* *SLO 3.0's overall target was not achieved.*
			SLO 4.0: Students will be proficient in the techniques for solving exponential, radical, and logarithmic equations. Outcome 1: Students will demonstrate competence to solve an exponential equation. Outcome 2: Students will demonstrate competence to solve a radical equation. Outcome 3: Students will demonstrate competence to solve a logarithmic equation. Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve exponential, radical, and logarithmic equations.		*Outcome 1 increased significantly but did not achieve the target.* *Outcome 2 increased significantly and did achieve the target.* *Outcome 3 increased significantly and did achieve the target.* *Outcome 4 increased and did achieve the target.* *SLO 4.0's overall target was not achieved.*

Table 10a: Assessment Results

Assessment Problem	Fall 2017	Spring 2018	Fall 2018	Spring 2019	2018-19	Fall 2019	Spring 2020	2019-20
Goal 1.0 Outcome 1	64.9	68.0	69.0	65.8	67.3	62.4	68.4	65.1
Outcome 2	65.6	58.7	65.5	63.5	64.4	56.2	64.1	59.7
Outcome 3	74.4	79.8	82.8	86.1	84.6	86.7	90.2	88.3
Outcome 4	2.0	2.02	2.08	2.00	2.06	2.13	2.21	2.14
Goal 2.0 Outcome 1	67.6	66.4	75.0	74.5	74.8	77.2	88.0	82.0
Outcome 2	59.8	52.9	61.1	55.1	57.9	59.6	77.9	67.7
Outcome 3	52.0	46.3	54.1	55.3	54.7	46.1	64.6	54.3
Outcome 4	2.4	2.23	2.40	2.07	2.33	2.34	2.34	2.34
Goal 3.0 Outcome 1	55.5	62.6	62.9	65.1	64.1	58.0	85.5	70.1
Outcome 3	45.5	51.9	49.3	51.4	50.5	54.9	60.6	57.4
Outcome 4	2.2	2.05	2.27	2.00	2.15	2.26	2.24	2.24
Goal 4.0 Outcome 1	47.3	46.9	52.0	54.4	53.3	53.7	83.5	66.9
Outcome 2	48.5	62.0	49.1	58.5	54.1	63.4	87.1	73.9
Outcome 3	54.9	55.4	51.9	50.0	50.9	58.6	84.4	70.0
Outcome 4	2.1	2.06	2.00	2.20	2.02	2.17	2.07	2.15

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), where x is the input and y is the output, 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.*

Last year's action item for direct assessments was to closely examine 2 or 3 class sets of student work. The intent is to look for specific errors students are making and work to revise instruction so the errors are lessened. This was not accomplished, due in part to the closure of campus at the end of the spring semester, but will be considered at the beginning of the Fall 2020 semester.

Response rate for indirect assessments improved significantly from 37 responses in Fall 2018 to 78 responses in Fall 2019. The response rate from Spring 2019 to Spring 2020 decreased by one from 15 to 14. An email to Math 111 instructors will be sent by the last day of class informing them of the number of students in their classes that completed the survey.

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 2.1: The student can effectively offer analysis that supported the thesis statement. SLO 5.0 The student 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 5.1 The student would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.	**Direct Measurement** The department utilizes a Course-Level Assessment (CLA) form that is filled out twice for each History course, first at midterm and then again at the end of the semester. This form assesses students' writing and analytical skills, with the professor indicating the number of students who exceeded, met, or did not meet expectations. This is very similar to Lawshe's Content Validity Ratio that is used by the Council for the Accreditation of Educator Preparation. Lawshe's Ratio relies on a judging panel to determine if the content of a particular assignment is "essential," "useful but not essential," or "not necessary." **Indirect Measurement** Around the middle of each semester, the department gives an on-line survey to students in all History classes. There are two such surveys, one for lower-level courses and an expanded survey for upper-level classes. The former consists of 23 questions and asks students a variety of questions, including several related directly to SLOs 2.1, 4.0, 5.0, and 5.1, such as whether: 1) they can write an essay that supports a thesis statement with evidence; 2) they feel prepared to write a historical essay; 3) they can discern the relationship between cause and effect at particular time periods; and 4) they can see connections between historical events, ideas, and values over time.	See results in *Table 11a and Indirect Assessment results below:*

			* SLO 3.0: Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time.	***Attitudinal Outcomes:*** Review the on-line survey given to students in all History classes to determine if revisions are necessary. Baseline: 81.6% Benchmark: 82%. In this case, the benchmark remains unchanged because of a decline in the final results for 2019-2020 as compared to the year before. Target: 85%	Lower-division (100-level courses) on-line survey. Results: 85.5% **Benchmark Attained**
			* SLO 6.0 Could explain what influence the past has on the present.	***Attitudinal Outcomes:*** Review the on-line survey given to students in all History classes to determine if revisions are necessary. Baseline: 85.8% Benchmark: 84%. Target: 87%	Lower-division (100-level courses) on-line survey. Results: 87.8% **Benchmark Attained**
		Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.	SLO 4.0 Could effectively write an historical essay. <u>The benchmark was that 80%</u> or more of students would meet or exceed expectations in the survey results and the course-level assessment.	SLO 4.0 Same assessment tools used as SLO 2.1, 5.0 and 5.1.	See results in *Table 11a and Indirect Assessment results below:*

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

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

Table 11a: The following table shows the results of the CLA forms for the fall and spring for each of the four SLOs. The percentage reflects those students who "met" or "exceeded" expectations.

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

Indirect Assessment Results

In its 2016-2017 IE report, the History Department established a benchmark of 80% for SLOs 2.1, 4.0, 5.0, and 5.1. The results of the 2018-2019 report moved the department to maintain that benchmark for 2019-2020.

Results

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

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

Lower-division (100-level courses) on-line survey. Results: 85.7% **Benchmark Attained**
Course-Level Assessments (Qualitative Analysis). Results: 81.5% **Benchmark Attained**
Average: 83.6% ***Benchmark Attained***

SLO 4.0 The student could effectively write an historical essay.

Lower-division (100-level courses) on-line survey. Results: 74.3% **Benchmark Not Attained**
Course-Level Assessments (Writing). Results: 84.8% **Benchmark Attained**
Average: 79.6% ***Benchmark Not Attained***

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

Lower-division (100-level courses) on-line survey. Results: 85.3% **Benchmark Attained**
Course-Level Assessments (Critical Thinking). Results: 85.5% **Benchmark Attained**
Grand Total: 85.4% ***Benchmark Attained***

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

Lower-division (100-level courses) on-line survey. Results: 85.8% **Benchmark Attained**
Course-Level Assessments (Area Knowledge). Results: 79.3% **Benchmark Not Attained**
Grand Total: 82.6% ***Benchmark Attained***

Use of technology. The department does not have an SLO specifically related to this item. However, of the ten members of the department:

- Nine require the use of Blackboard to post syllabi, Power Points, readings, or other material relevant to in-class lectures or discussions.
- Two use Blackboard to give quizzes to their students.
- Four require students to use the library catalog and/or databases to acquire materials related to class assignments.
- All of them had to use technology in the spring semester after the university transferred all classes on line as a result of the coronavirus.

Action Items:

History Department Action Items

It is clear from the data that students in General Education courses in most cases are confident in their abilities but, in at least the instances of SLOs 2.1 and 5.1, did not perform as well on their assignments as they thought they would. What is significant is a reversal from 2018-2019, in which student performance based on the CLAs declined between the midterms and finals; in 2019-2020, it improved, in some cases by five percent or more. This suggests that the steps the History Department has implemented over the past year to improve student performance is succeeding. That said, more data will be needed to confirm this conclusion.

Action Items for2020-2021

The data points to positive movement insofar as "closing the loop," that is, adopting measures that will help enhance student performance. This is not to say the department cannot take additional measures. These measures (action items) are divided into two categories: those that are broader in nature and those that are specific to the four SLOs.

Broader Actions

- The department will continue to emphasize to students the importance of budgeting time to prepare for tests, especially final exams.
- In light of the coronavirus, the department will urge all professors to be knowledgeable in the use of technology to impart information and deliver assignments.

SLO-Specific Actions

The measures the department has taken to improve student performance appear to be working. However, the department will continue to monitor and seek means to enhance student learning, including the importance of providing not just narrative but analysis in essays, and the impact of individual persons and groups of people on historical events. Additionally, while the department had seen improvement in SLO 4.0, more can be done there:

SLO 3.0 <u>Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time</u>.

The department failed to attain its benchmark. The IE Committee has recommended the following measures to improve the department's outcome:

- Draw clearer connections for students in survey classes by making sure to provide brief reviews of information from earlier lectures to help students see the connections described.
- Devote additional time to the journal assignment (or, if changed, a similar assignment) in HIST 299.
- Encourage instructors to spend more time on comparative history either by making comparisons alone or by inviting colleagues to deliver guest lectures.

- Use the above-mentioned student portfolios to better assess students' abilities to meet this SLO.

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

This has proven one of the biggest challenges facing the department. The department will take the following measures to improve this SLO:

- Require students to visit the Writing Center for all history courses.
- Potentially require students to purchase a writing guide such as *The Elements of Style*.
- Use a Power Point presentation on essay-writing to improve student performance.

<u>Students will be able to use technology to locate and document information and ideas.</u>

- As historians rely heavily on computerized library catalogs and databases for their work, require all History professors to assign their students some form of library- and/or internet-related research project.

Department of Political Science and Geography

Preparer: Dr. Richard A. Almeida 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 POLI 101.	SLO 1.0: Political Science students, in POLI 101 on average, will perform at the 80% level or above [benchmark=60%] when DESCRIBING and EXPLAINING content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by ten multiple choice questions embedded in tests across all POL 101 classes.	SLO 1.0: Political Science Students, in POLI 101 on average, performed at the 76% level [benchmark = 60%] when DESCRIBING and EXPLAINING content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the three multiple choice questions embedded in class tests across all POLI 101 and 103 sections. Since our goal was 80%, this target was not achieved.
			SLO 2.0: Political Science Students will perform at the 80% level or above [benchmark = 60%] when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers in POLI 103.	SLO 2.0: Political Science students, in POLI 103 on average, will perform at the 80% level or above [benchmark=60%] when DESCRIBING and EXPLAINING content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by ten multiple choice questions embedded in tests across as POL 103 classes.	SLO 2.0: Political Science Students, in POL 103 on average, performed at the 72% 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 no targets were met in the 2019-2020 academic year, the department will continue with these measures in the 2020-2021 year for SLOs 1.0, 2.0, and 3.0.

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

Visual Arts Program

Preparer: Mr. Gregory G. Fry 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: The percentage of students in course achieving 90% mastery on in-class presentations will reach 75% has been suspended by the program.*		
			SLO 2.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class essay writing will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 2.0: DIRECT ASSESSMENT METHOD: grading of rubric sheet INDIRECT ASSESSMENT: the quality of a student's first day course questionnaire is often a strong indicator of vocabulary, grammar, and basic writing skills. Collecting thoughts and ideas, then extemporaneously writing them into a coherent, grammatically correct, and concise form is a supreme yet fundamental academic skill to possess.	SLO 2.0: Due to COVID-19 and interruption with courses the data was not provided.

		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 3.0: The percentage of students in ARTH 221 course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 3: DIRECT ASSESSMENT METHOD: grading of fill-in the blanks sheet (sequence of paragraphs taken from the required course text book). INDIRECT ASSESSMENT: Course questionnaire — students are asked directly about how they rate their own reading comprehension skills. Reading comprehension is a traditionally weak area for Visual Arts majors across the nation so testing students' skills at discerning and inferring information from their college-level art history survey text is a primary course and life goal.	SLO 3.0: Due to COVID-19 and interruption with courses the data was not provided.
ARTH 206	**Visual Arts Program**	**Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.**	SLO 4.0: The percentage of students in ART206 course achieving 80% mastery in understanding information on design technology and elements and principles of design will reach 75%. PLO learning goals: 1, 2, 3 and 4.	SLO 4.0: DIRECT ASSESSMENT METHOD: measured by true or false and multiple-choice questions.	SLO 4.0: DIRECT ASSESSMENT RESULTS: 11 of 13 students met 80% baseline score (85% success rate) on final test in the fall. PLO learning goals met: 1, 2, 3 and 4

Sophomore Students	**Visual Arts Program**	**Goal 4: The ability to explain artistic processes and evaluate artistic product.**	SLO 6.0: The percentage of Graphic Design candidates for Sophomore Portfolio Review achieving 90% mastery of performance level with foundational work towards graphic design emphasis will reach 75%. PLO learning goals: 1, 2, 3 and 4.	SLO 6.0: DIRECT ASSESSMENT METHOD: Work is presented in a design portfolio format. Work shown by the student determines the appropriateness of graphic design emphasis for progression in the emphasis. Measured by a departmental rubric and GPA requirements.	SLO 6.0: DIRECT ASSESSMENT RESULTS: 8 of 8 students met 90% baseline score. (100% success rate) in the fall and 7 of 7 students met 90% baseline score. (100% success rate) in the spring. PLO learning goals met: 1, 2, 3 and 4.

Action Items:

SLO 2.0:

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

SLO 3.0:

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

SLO 4.0:

- The percentage of students in ART206 course achieving 80% mastery in understanding information on design technology and elements and principles of design will reach 75%. 11 of 13 students met 80% target score on the final test of the semester (85% success rate). The goal was achieved and no action is required at this time.

SLO 6.0:

- 5 out of 9 students met the 80% target score (55% success rate). The goal was not achieved. Additional time will be spent reviewing information and importance stressed. In class review time will be more concise in the covering of information. Additional resources will be implemented and posted on BlackBoard.

Sociology

Preparer: Dr. Jessica Doucet submitted the Program/Department IE report and Dr. Jessica Burke submitted 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 2018-19 AY 2019-2020
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?	SLO 7-e was assessed using two items from a direct measure of student knowledge in seven Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 64.58%. The benchmark is 80%. The average score of students for SLO 7-e is 68.61%. The benchmark for AY 2019-2020 was not met. The target average score the department would like to achieve is 85% in five years.	64.58% 68.61%
			7f: Recognize how other influences affect collective behavior. Assessment Item #2 If you possess a sociological imagination and someone asks you to study unemployment rates in a city of 50 million people where 15 million are unemployed, what would you conclude? And, Assessment Item # 5 Which of the following is NOT an example of how norms influence collective behavior?	**SLO 7-f: Recognize how other influences affect collective behavior.** SLO 7-f was assessed using two items from a direct measure of student knowledge in seven Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 75.78%. The benchmark is 80%. The average score of students for SLO 7-f is 72.66%. The benchmark for AY 2019-2020 was not met. The target average score the department would like to achieve is 85% in five years.	75.78% 72.66%

		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).	**SLO 9-b: Ability to think critically.** SLO 9-b was assessed using two items from a direct measure of student knowledge in seven Sociology 201 courses (see appendix for the assessment). Scores for these two items were combined to create an average score. The baseline is 67.49%. The benchmark is 80%. The average score of students for SLO 9-b is 70.6%. The benchmark for AY 2019-2020 was not met. The target average score the department would like to achieve is 85% in five years.	67.49% 70.60%

Action Items:

1. SLO 7-e: Recognize how other influences affect individual behavior. The department plans to continue to further increase student scores by including more written assignments and class discussions that highlight application and critical thinking in all Sociology 201 courses. The writing assignments presented in 201 courses are vast and include, but not limited to, applying concepts (e.g., health care) to media, observations of real world phenomenon, such as the division of household labor, and using Internet resources. Instructional films on certain topics, such as poverty, health care, immigration are regularly used to initiate class discussions that can continue to help improve student scores in this area to meet the benchmark. The use of these types of written assignments and classroom discussions will not only serve to further increase students' understanding of how social influences affect individual behavior, but will encourage student participation in all 201 courses.

2. SLO 7-f: Recognize how other influences affect collective behavior. The department plans to increase student scores by stepping up our efforts on emphasizing collective behavior in our lectures and assignments. This is an area that has shown a decline in the past two academic years. As a result, the department as a whole will further emphasize the importance of collective behavior during lectures including extensive discussions of norms, conformity, and social movements. In addition to more focused lectures, assignments, videos and discussions will be used to further enhance student learning in this area. For example, videos that emphasize obedience and conformity are routinely presented in 201 courses.

3. SLO 9-b: Ability to think critically. The department plans to further increase student scores by continuing to incorporate writing assignments that emphasize critical thinking skills, specifically applying sociological concepts to real world events and individual experiences. Faculty currently utilize assignments that require students to critically apply concepts; however, more specifically focused assignments that also include class discussion to further illustrate how

sociological concepts are applicable to the social world will be implemented in the upcoming academic year. For instance, an assignment that involves students creating a budget based on poverty thresholds has been included in some courses and assignments that link sociological concepts and ideas to the real world using media and film are routinely presented in 201 courses.

Professional Writing Program

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

Table 15: Student Learning Outcomes and General Education Goals (1, 3, & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ENGLISH 405 Students in Internship	**Professional Writing Program**	**Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.** **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 2: Write and edit clear, correct, and logically organized texts.**	SLO 2: Write and edit clear, correct, and logically organized texts. The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 2 of 4.22 is calculated as the mean of the previous four years' combined SLO 2, 4, 5, and 6 scores due to the SLO changes explained above (see Appendix for details). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range Target was also 4.0.	SLO 2: Eleven students were in the program this year and 10 were evaluated for SLO 2 by one or more methods. **Method** **n** **Average Rating** Portfolios 5 4.12 Internships 6 4.48 Exit surveys 6 4.33 **SLO 2 average 4.31** The combined SLO 2 average of 4.31 is higher than the baseline of 4.22, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved.

		Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas **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 3: Design documents, both print and electronic, for usability and readability.** **SLO 4: Use technology strategically in writing and communication projects.**	SLO 3: The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 3 of 4.31 is calculated as the mean of the previous four years' SLO 3 scores (see Appendix). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0. SLO 4: The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). Because it is new this year, there are no baseline data, benchmark goals or target plans for this SLO. This year's data will be used for to create a baseline and goals for future years.	**SLO 3:** Eleven students were in the program this year and 10 were evaluated for SLO 3 by one or more methods. **Method** **n** **Average Rating** Portfolios 5 4.28 Internships 6 4.50 Exit surveys 6 4.33 **SLO 3 average 4.37** The combined SLO 3 average of 4.37 is higher than the baseline of 4.31, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved. **SLO 4:** Eleven students were in the program this year and 10 were evaluated for SLO 4 by one or more methods. **Method** **n** **Average Rating** Portfolios 5 4.04 Internships 6 5.00 Exit surveys 6 4.33 **SLO 4 average 4.46** The combined SLO 4 average of 4.46 is higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. There was no baseline for this new SLO. The benchmark and target scores were achieved.

		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 1: Apply rhetorical strategies in developing content appropriate to audiences in professional environments.** **SLO 5: Conduct primary and secondary research to advance project goals.**	SLO 1: The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). The baseline score for SLO 1 of 4.13 is calculated as the mean of the previous four years' SLO 1 scores (see Appendix). The benchmark score that the program wanted to achieve this year for this SLO was 4.0 and the longer-range target was also 4.0. SLO 5: The methods used to measure this SLO include (1) evaluating student portfolios (direct and indirect), (2) collecting internship sponsor surveys (direct), and (3) collecting graduating seniors' exit surveys (indirect). Because it is new this year, there are no baseline data, benchmark goals or target plans for this SLO. This year's data will be used for to create a baseline and goals for future years.	SLO 1: Eleven students were in the program this year and 10 were evaluated for SLO 1 by one or more methods. **Method** **n** **Average Rating** Portfolios 5 4.36 Internships 6 4.22 Exit surveys 6 4.17 **SLO 1 average 4.25** The combined SLO 1 average of 4.25 is higher than the baseline of 4.13, higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. The baseline, benchmark, and target scores were achieved. **SLO 5:** Eleven students were in the program this year and 10 were evaluated for SLO 5 by one or more methods. **Method** **n** **Average Rating** Portfolios 5 3.92 Internships 6 4.50 Exit surveys 6 4.33 **SLO 5 average 4.25** The combined SLO 5 average of 4.25 is higher than the benchmark score that was desired for this year of 4.0, and also higher than the target that was set at 4.0. There was no baseline for this new SLO. The benchmark and target scores were achieved.

Action Items

This section provides further reflection on the results and presents suggestions for the program. Of all the assessment methods, the portfolio reviews performed by professors returned the lowest averages across all of the SLOs except for SLO 1 (rhetoric and content creation). Since faculty members are expert evaluators of student work the portfolio scores are likely the most accurate measures of student skills and knowledge. However, faculty members acknowledged that portfolio reviews may be inadequate for assessing some of the new SLOs that are related to

attitudes and behaviors. It is logical that the lowest SLO portfolio ratings were for SLOs 5, 6, and 7 because these concern processes more than products.

All of the benchmarks were met this year. except for SLO 7, which assesses students' readiness to enter career paths. The Professional Writing program will address the SLO that did not meet the benchmark this year (SLO 7) through the following action item:

1. Program faculty members will develop more opportunities for students to achieve career readiness. These could be in-class activities, such as working on more client-based projects, as well as extracurricular activities.

In addition, the Professional Writing Advisory Committee will:

2. Determine whether portfolios are a reliable assessment method for all of the new SLOs, especially SLO 6 (teamwork and collaboration), and/or if additional methods are needed to better assess individual SLOs.

3. Decide on appropriate benchmarks that will be desirable to achieve next year and also set assessment targets for 3-5 years in the future. These action items will result in improvements to the Professional Writing program and will also streamline the program's assessment practices.

Francis Marion University Exit Survey

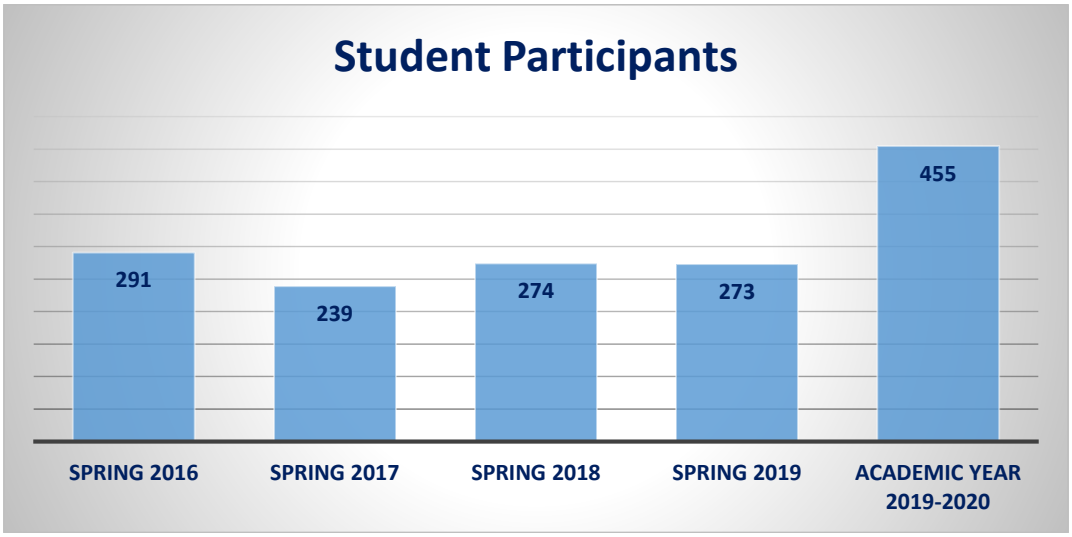
Survey Participants

This section focuses on the collection and analysis of Francis Marion University's Exit Survey particularly for Academic Year 2019-2020. Before the commencement exercise, students complete the exit survey. *Figure 2* shows the number of student participating in spring 2016, spring 2017, spring 2018, and spring 2019 commencement exercises: 291, 239, 274, and 273 students respectively. There were 455 students, who participated in this academic year's FMU Exit Survey. This is the first academic year that includes graduates in the fall, spring and summer. Sixty-seven percent of the graduates participated in Exit Survey.

The 2019-2020 Exit Surveys were distributed electronically via SurveyMonkey.com through two collectors: i.) personalized emails to graduating seniors and ii.) QR Code or Survey Link. Prior to the graduation ceremonies, the electronic Exit Surveys were distributed. The Registrar's Office, the Office for the Vice President of Student Life, Provost Office, and the Office of Institutional Effectiveness were instrumental to ensure the surveys were on time, and collected efficiently. The electronic FMU Exit survey has proven fruitful especially during the COVID-19 pandemic. It has also curtailed on data entry errors, printing charges, human resource, time (i.e. especially during commencement exercises) & entering of student responses. In collaboration with faculty, staff and administration, the contents of the Exit Survey (*see Appendix*

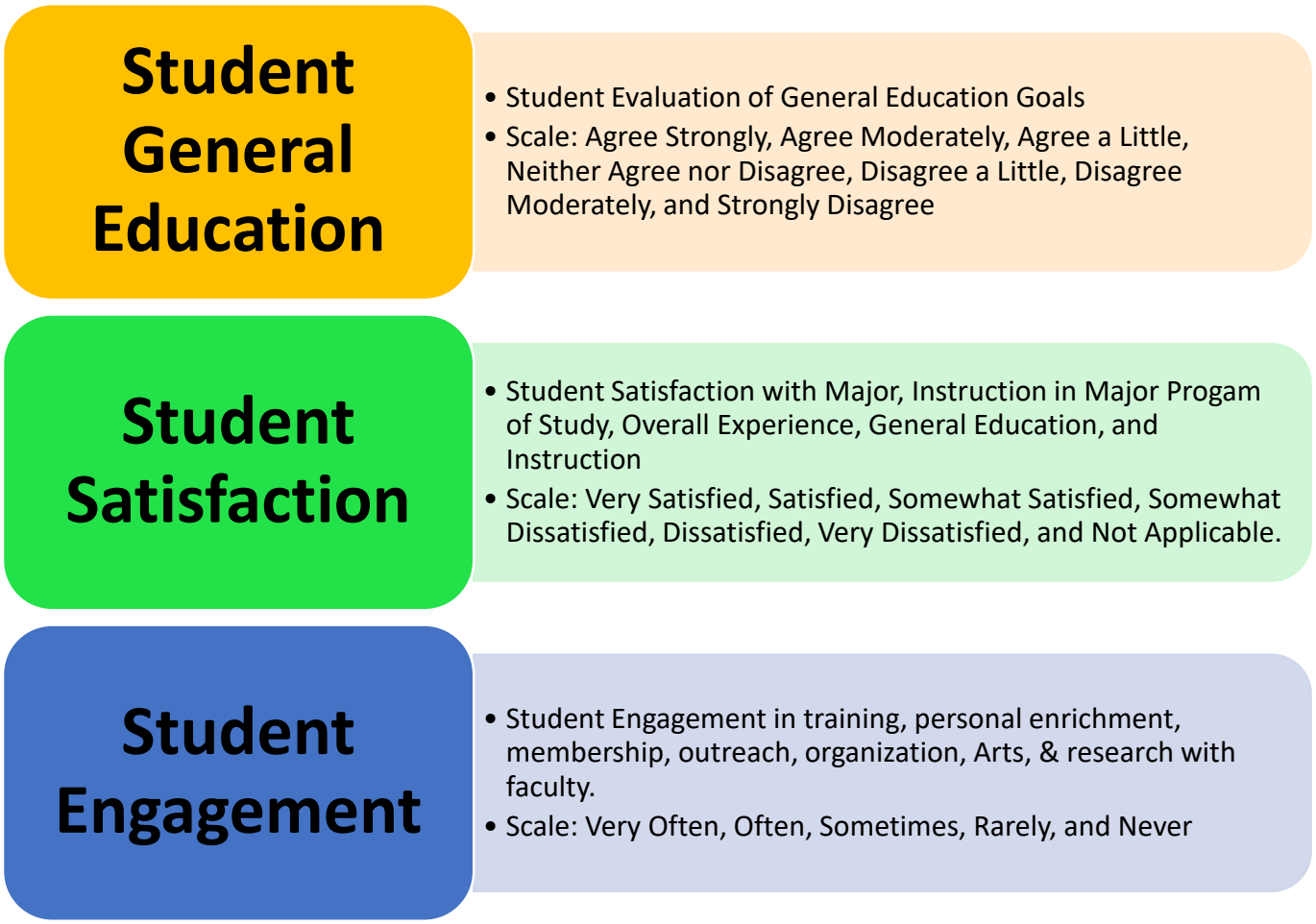
1) have been updated, and improved to reflect the changes occurring across campus and capturing students' perception and satisfaction level with their undergraduate and graduate education.

Figure 2: Students Participants in Spring 2016, Spring 2017, Spring 2018, Spring 2019, and Academic Year 2019-2020



The survey has seven sections: Demographic Information; Section 1. Reason for Attending FMU; Section II. Financial Obligations; Section III. FMU Support Services; Section IV. Future Formal Education; Section V. FMU Educational Experiences; and Section VI. Employment and Experience. This report only considers undergraduate student responses in Section V corresponding to the General Education Goals. *Figure 3* breaks down Section V in three components: students' perceptions of the General Education Goals, student's satisfaction in their educational experiences, and student engagement in university's activities.

Figure 3: Components of the Exit Survey



For ease of reference, the nine General Education Goals are 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 16 provides the Likert scale used for students to evaluate specific aspects of their educational experiences at FMU – that is the university's nine goals. *Figures 4-12* provide relative frequency histograms for each of the goals, and *Figure 13* compares all the General Education Goals for this academic year. *Figure 14* compares the satisfaction level for various aspects of their major and non-major (general education) requirements, as well as, it provides satisfaction results for overall academic experience and overall general experience. Tracking of the results for *Figure 14* will continue after this academic year. That is due to the changes in the Likert scale for the satisfaction levels for major, instruction, overall experience, overall academic experience, and general education, only. Relative Frequency *Table 17* lists activities sponsored and supported by the university and corresponding levels of engagement. While *Figure 16*, provides a stacked bar chart to visually represent and compare students that engage in a particular activity and those that never engaged in the activity on campus (spring 2016, 2017, 2018, 2019 & Academic Year 2019-2020).

Table 16: Educational Experiences Part 1: General Education Goals

Exit Surveys Spring (2016, 2017, 2018, and 2019) and 2019-2020 Academic Year

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	2
	2017	228	56.1	27.2	10.1	5.7	0.4	0	0.4
	2018	261	44.1	33.3	14.2	5	1.5	1.1	0.8
	2019	244	49.2	32.8	11.9	4.5	0.8	1	0.8
	Academic Year 2019-2020 ^	369	45.5	34.7	12.2	6.8	0.3	0.0	0.5
Goal 2: My general education courses helped me learn to read and listen with understanding and comprehension.	2016	248	52	34.7	7.7	3.6	0	0	2
	2017	228	49.1	32.9	11	5.7	0.4	0.4	0.4
	2018	260	41.2	36.5	11.5	7.3	0.8	1.5	1.2
	2019	247	47	32.4	12.1	6.5	1.2	0	0.8
	Academic Year 2019-2020 ^	370	45.7	35.7	8.6	6.2	2.2	0.8	0.8
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	2
	2017	228	49.6	25	16.2	6.6	1.8	0	0.9
	2018	259	40.9	32.4	14.7	8.1	2.3	1.2	0.4
	2019	246	52	24	13.8	7.3	1.6	0.4	0.8
	Academic Year 2019-2020 ^	370	43.5	32.7	12.7	7.3	2.2	0.8	0.8
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
	2017	226	41.2	24.8	15	13.3	2.7	0.9	2.2
	2018	255	35.3	31.8	15.7	10.6	4.3	1.2	1.2
	2019	245	44.5	23.3	18	11	1.6	0.8	0.8
	Academic Year 2019-2020 ^	370	33.0	31.4	18.1	12.7	2.2	1.1	1.6
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	1.6
	2017	228	43.4	28.9	16.2	8.3	0.9	0	2.2
	2018	257	39.7	31.9	13.6	9.3	2.7	1.6	1.2
	2019	247	47.8	26.3	14.2	6.9	2.8	0.8	1.2
	Academic Year 2019-2020 ^	370	37.3	34.3	13.5	10.8	2.4	0.8	0.8

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	1.6
	2017	226	42.9	29.6	16.4	7.1	2.2	0.4	1.3
	2018	259	39.8	30.5	16.6	10.4	0.8	0.8	1.2
	2019	244	50.4	26.6	12.3	7.4	2	0	1.2
	Academic Year 2019-2020 ^	368	40.5	32.3	14.1	9.2	2.2	0.5	1.1
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	2.4
	2017	228	42.1	32.9	11.8	11.4	0.4	0	1.3
	2018	260	41.5	28.5	13.8	10.8	1.9	1.9	1.5
	2019	246	48	30.1	10.2	8.5	2.4	0	0.8
	Academic Year 2019-2020 ^	370	41.9	29.2	14.6	10.3	1.9	1.1	1.1
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	30.8	11.7	7.7	0.4	0	2.4
	2017	228	41.2	29.4	18	8.8	1.3	0.4	0.9
	2018	260	36.5	33.5	16.5	9.6	1.5	1.2	1.2
	2019	247	44.5	27.5	17.4	6.9	1.6	0.4	1.6
	Academic Year 2019-2020 ^	370	35.4	32.7	17.3	10.0	2.2	1.1	1.4
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	0.4	1.6
	2017	228	56.6	25.9	9.6	7.5	0	0	0.4
	2018	260	45	33.1	10.8	10	0.4	0.4	0.4
	2019	244	57.8	25.8	8.2	6.6	0.8	0	0.8
	Academic Year 2019-2020 ^	369	46.1	35.0	9.5	6.5	0.8	1.4	0.8

Exit Survey Total Number of Respondents- Spring 2016 (291), Spring 2017 (239), Spring 2018 (274), & Spring 2019 (273)

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

^ Spring 2019 and 2019-2020 Academic Year represent only undergraduate students

Figure 4: Educational Experiences Part I: General Education Program – Goal 1

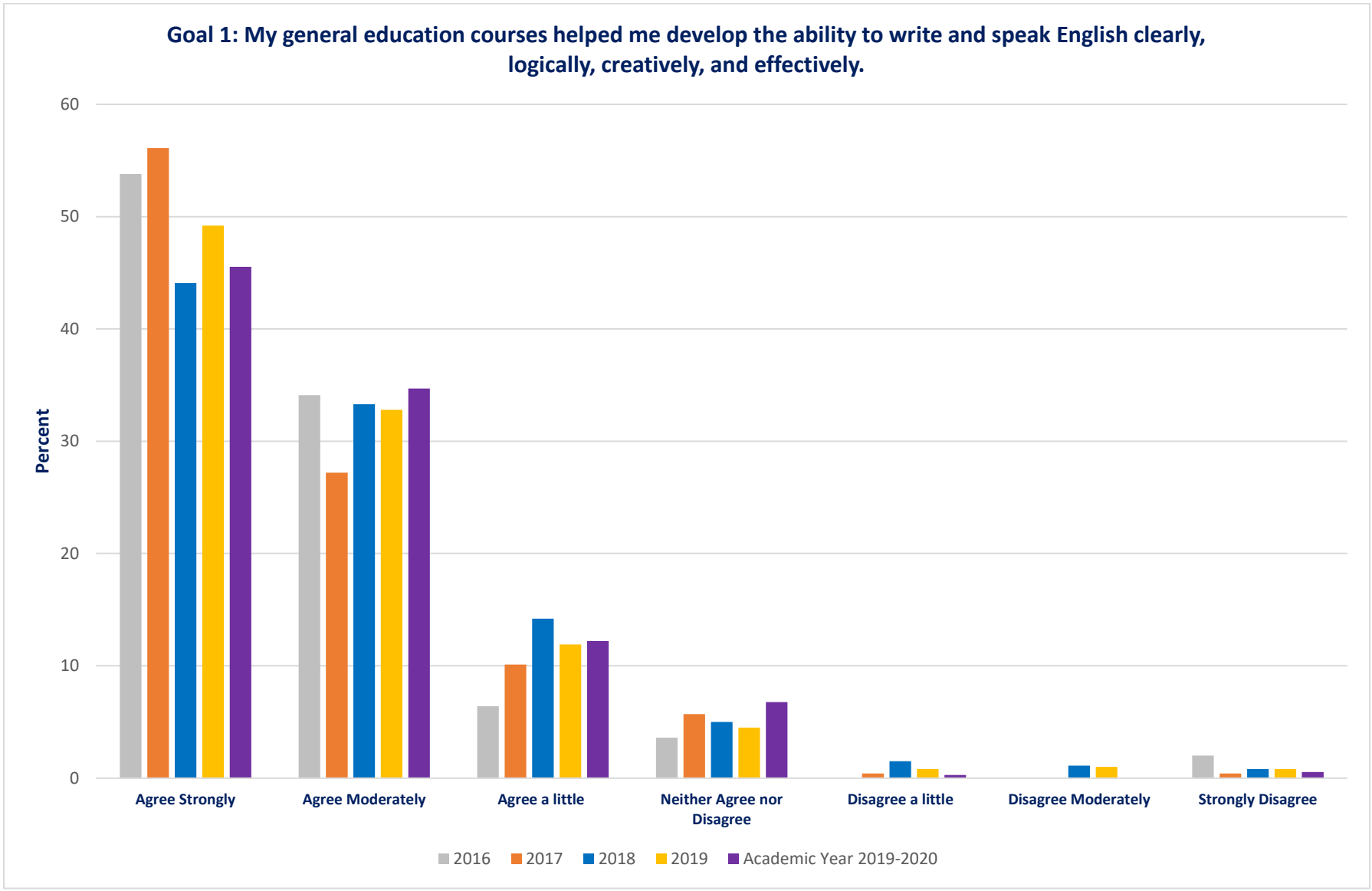


Figure 5: Educational Experiences Part I: General Education Program – Goal 2

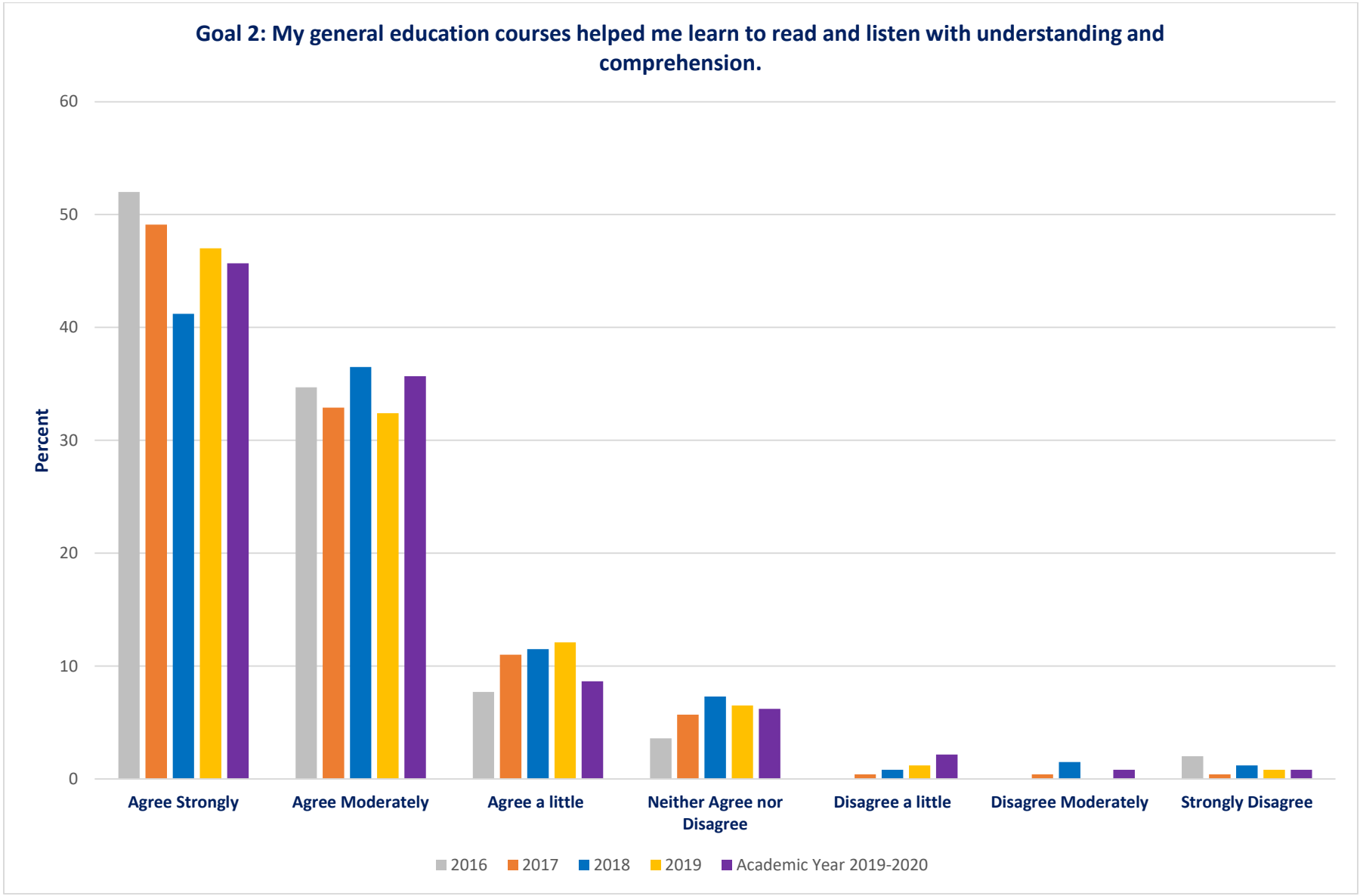


Figure 6: Educational Experiences Part I: General Education Program – Goal 3

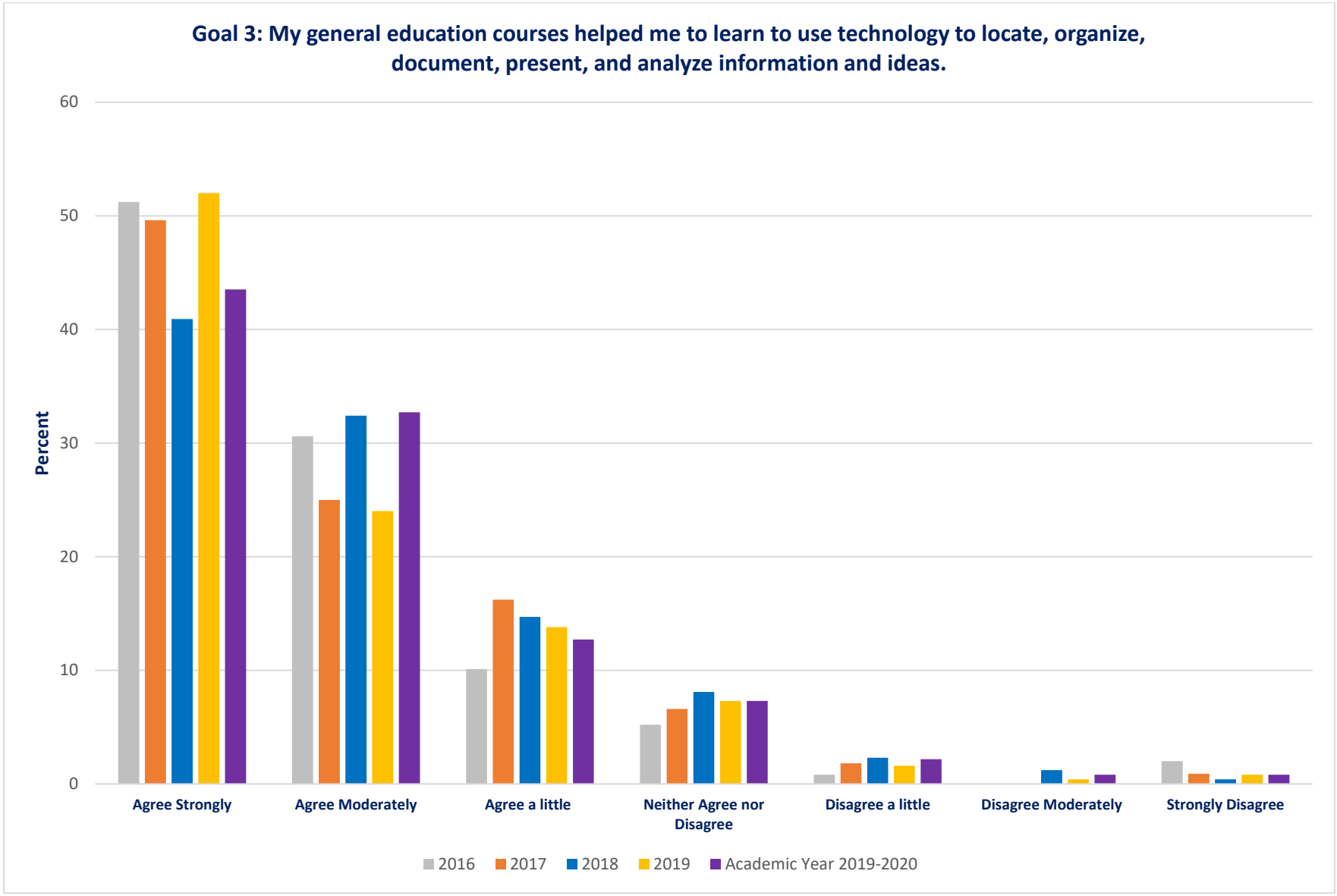


Figure 7: Educational Experiences Part I: General Education Program – Goal 4

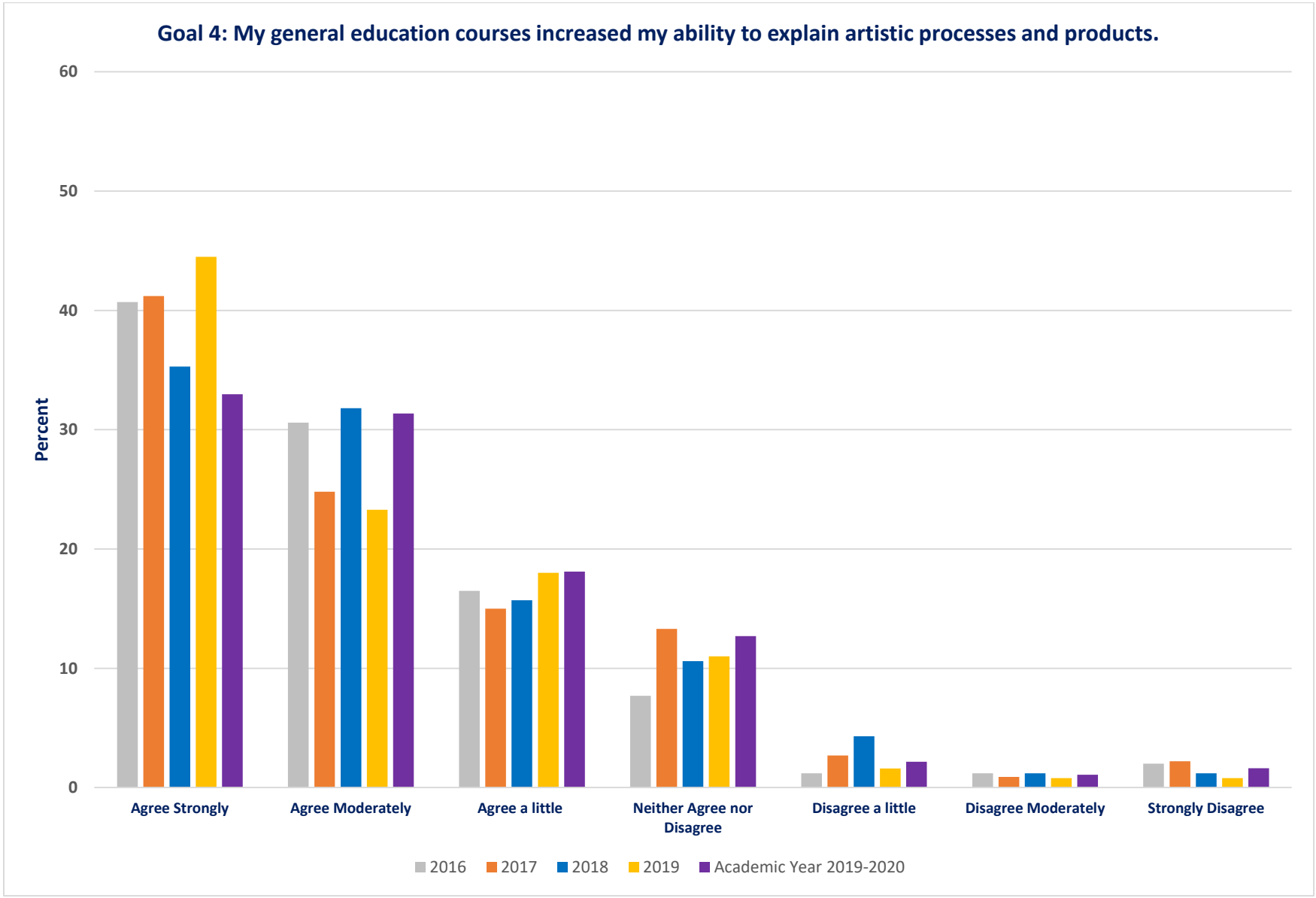


Figure 8: Educational Experiences Part I: General Education Program – Goal 5

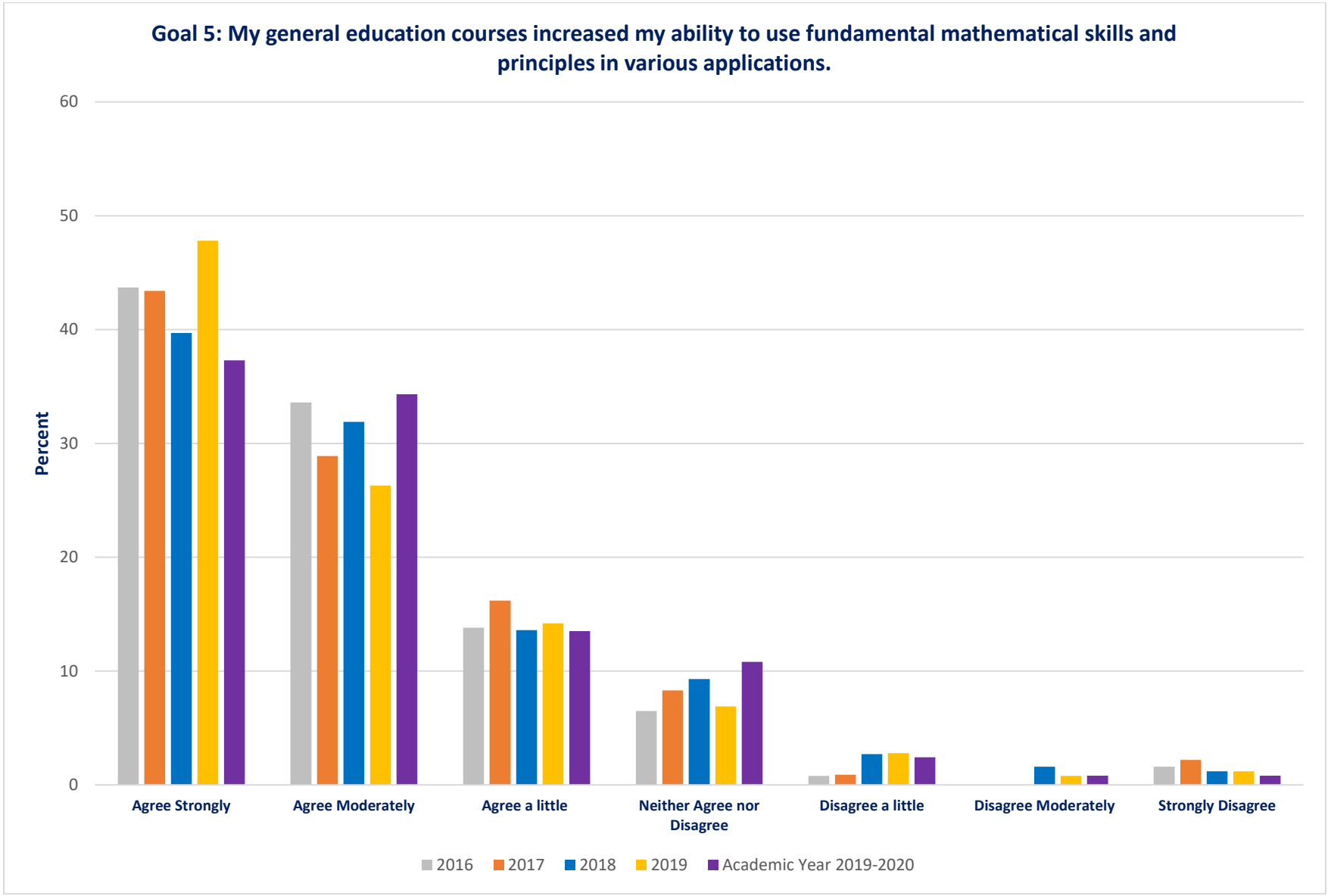


Figure 9: Educational Experiences Part I: General Education Program – Goal 6

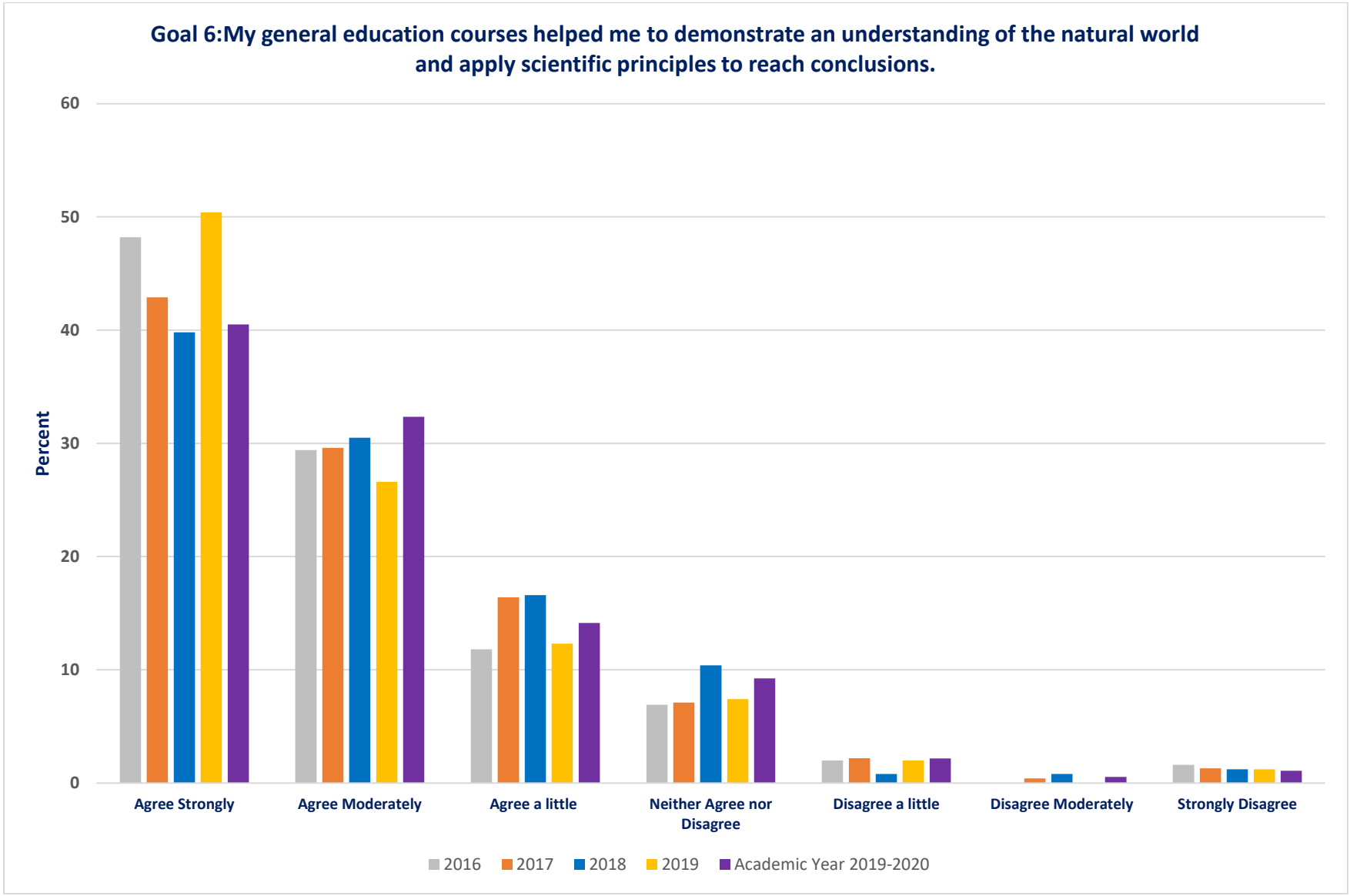


Figure 10: Educational Experiences Part I: General Education Program – Goal 7

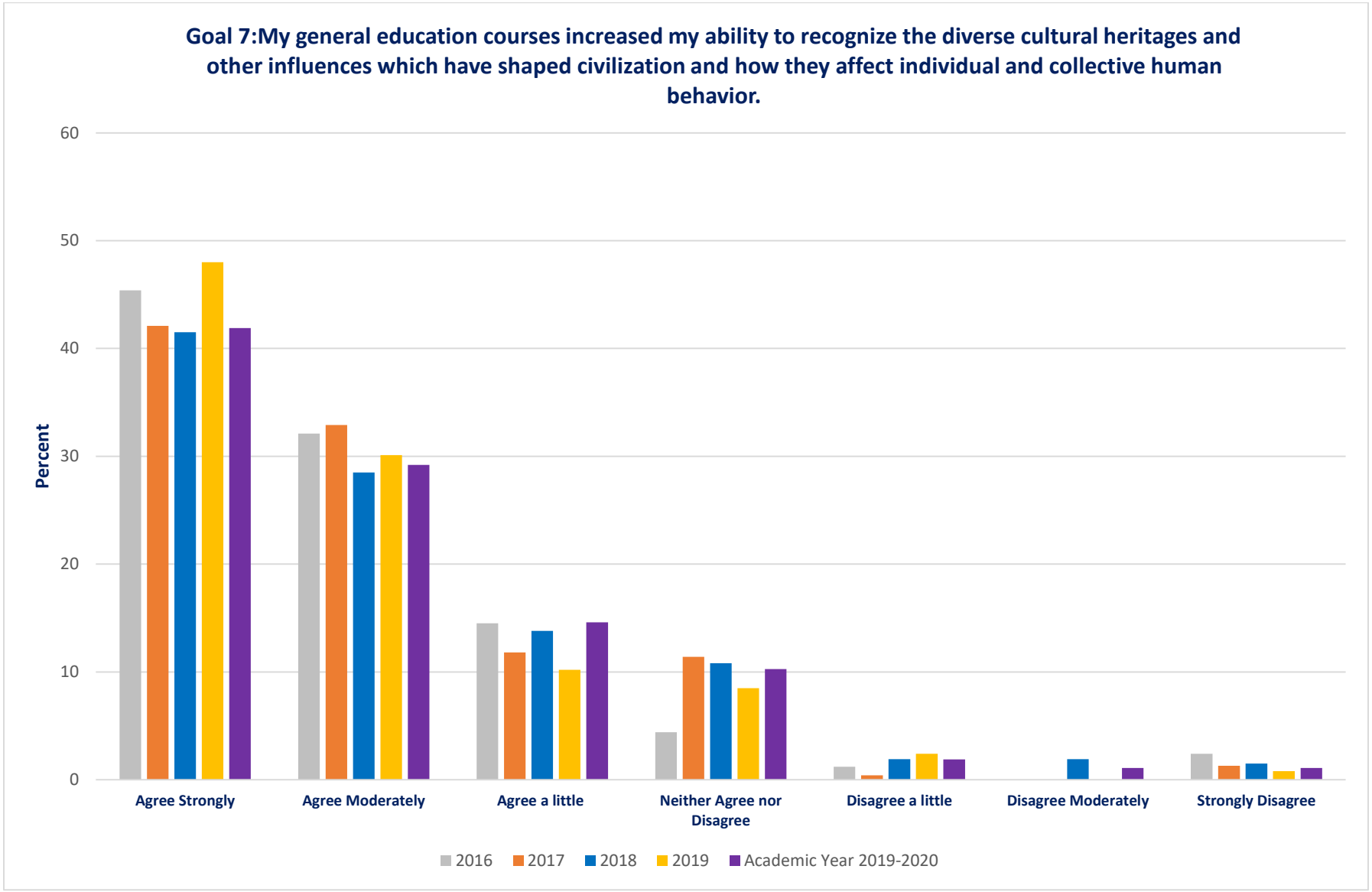


Figure 11: Educational Experiences Part I: General Education Program – Goal 8

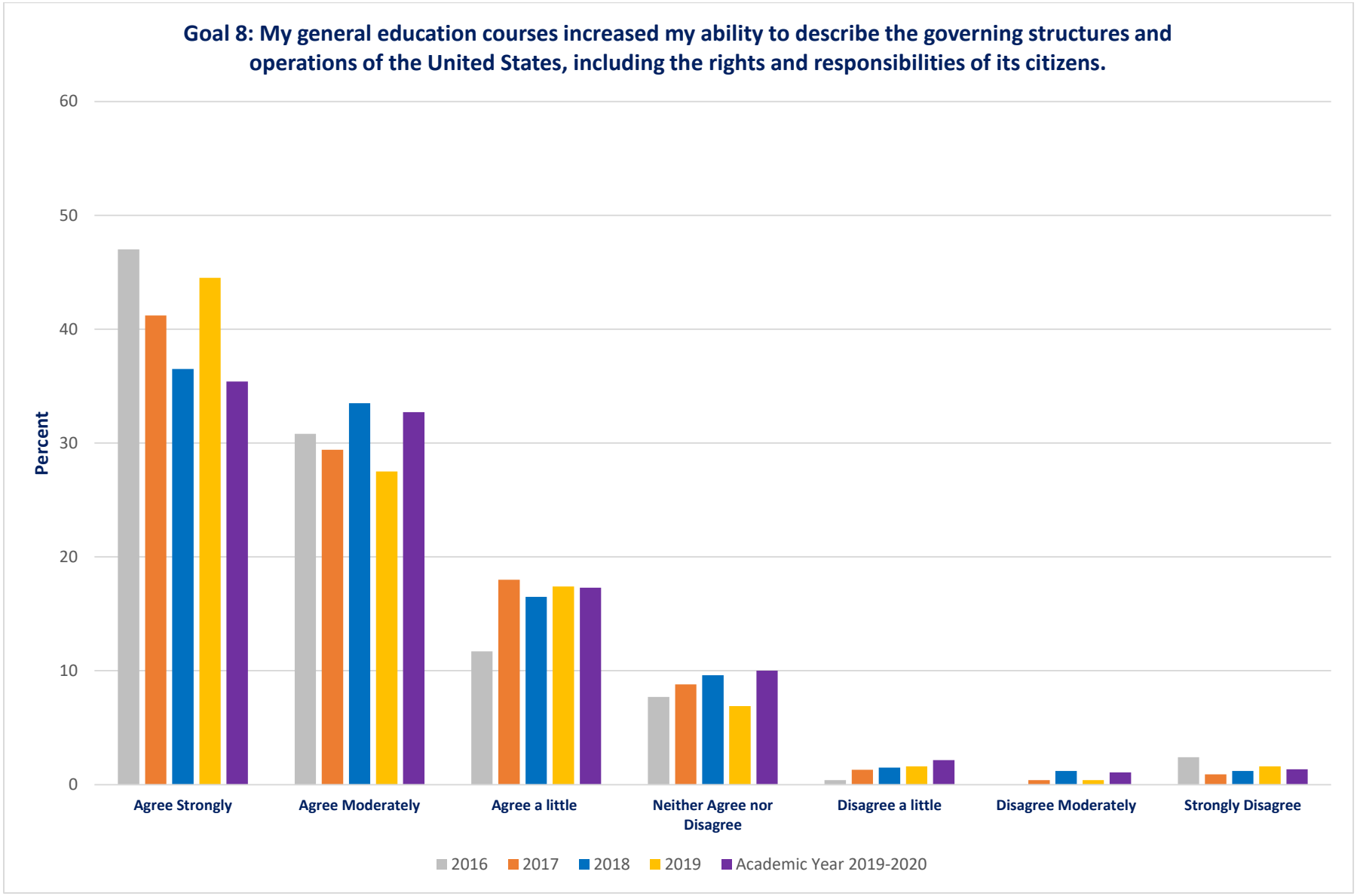


Figure 12: Educational Experiences Part I: General Education Program – Goal 9

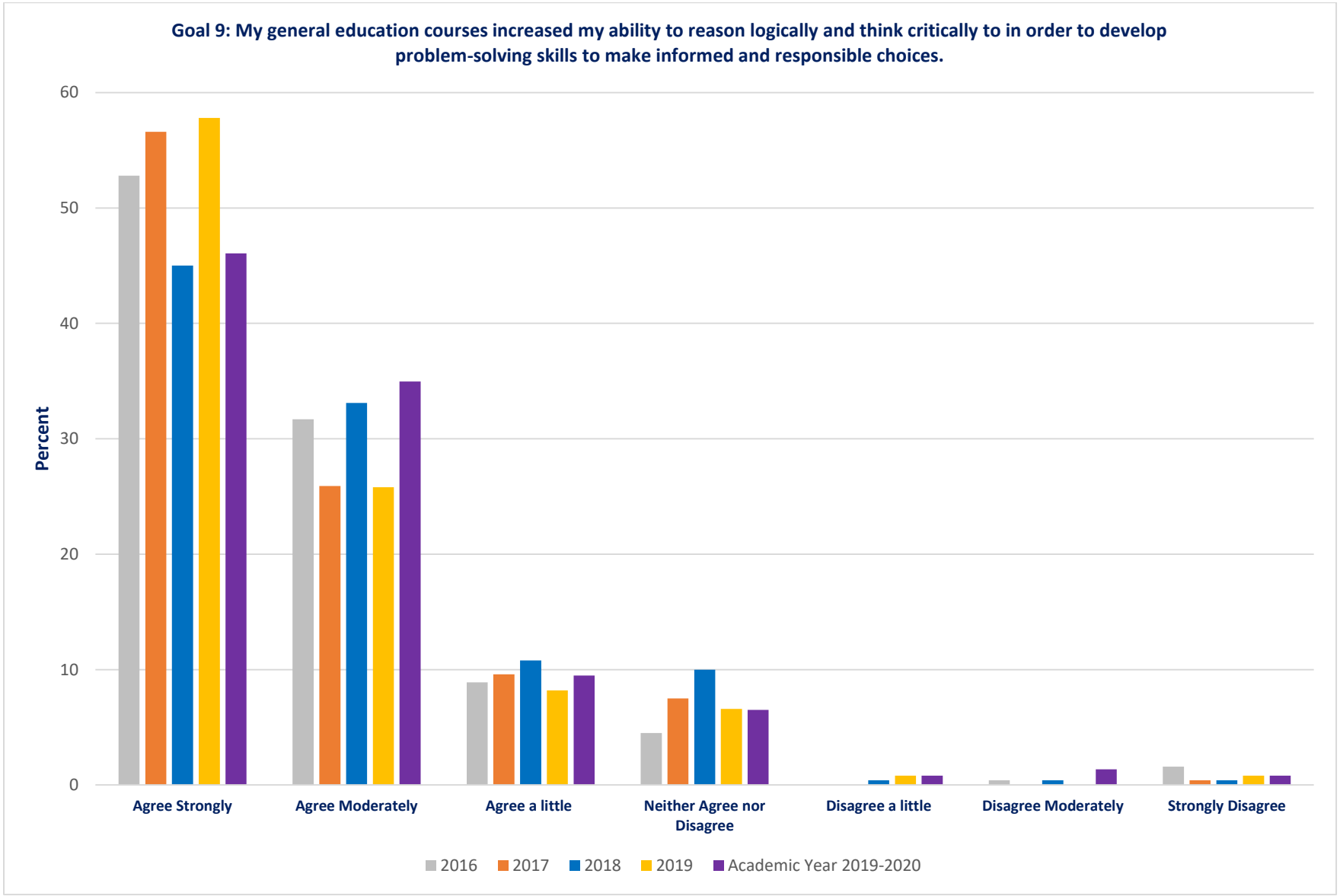


Figure 13: Evaluate specific aspects of your educational experience at FMU

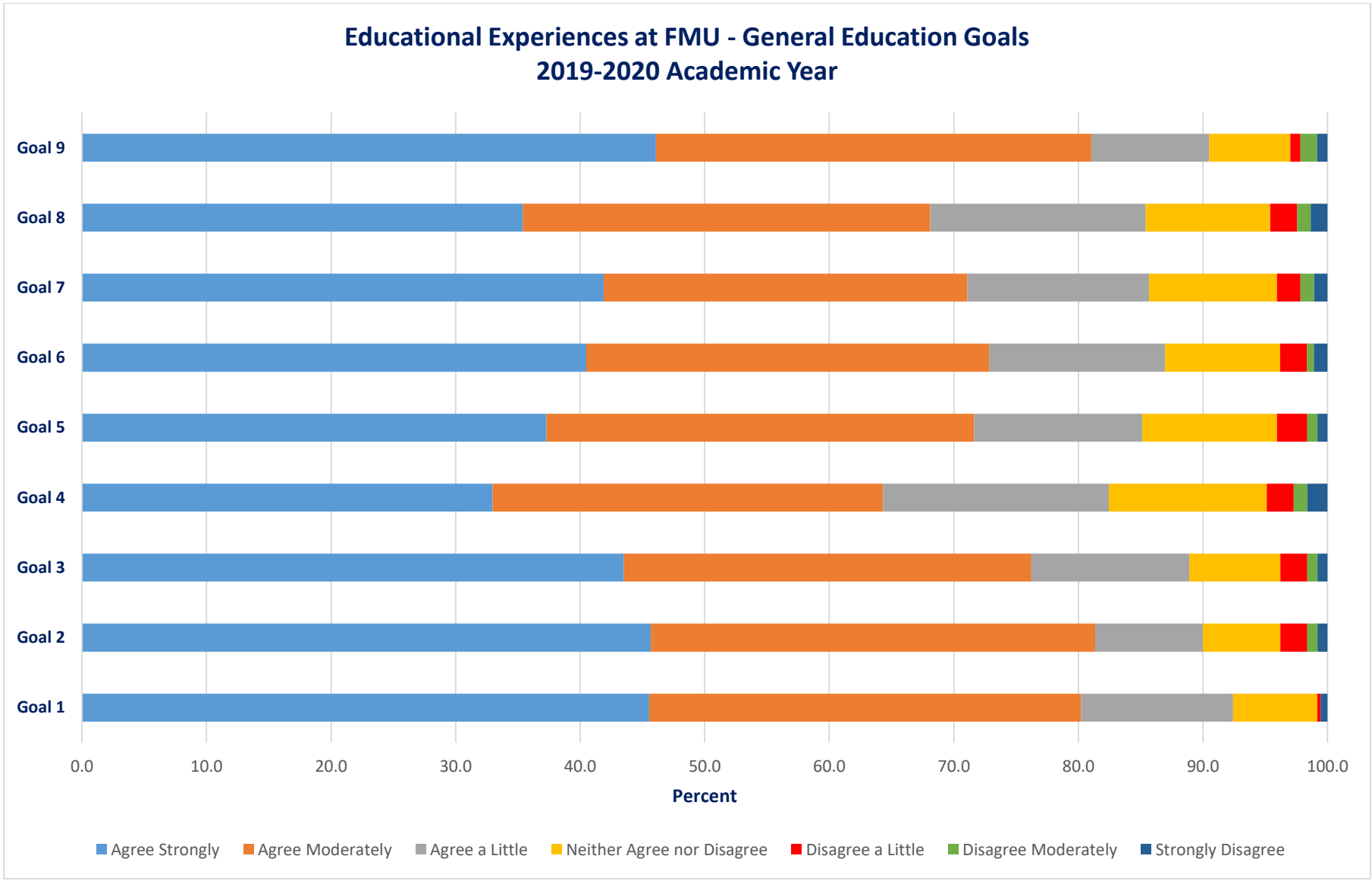


Figure 14: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction

How satisfied are you with:

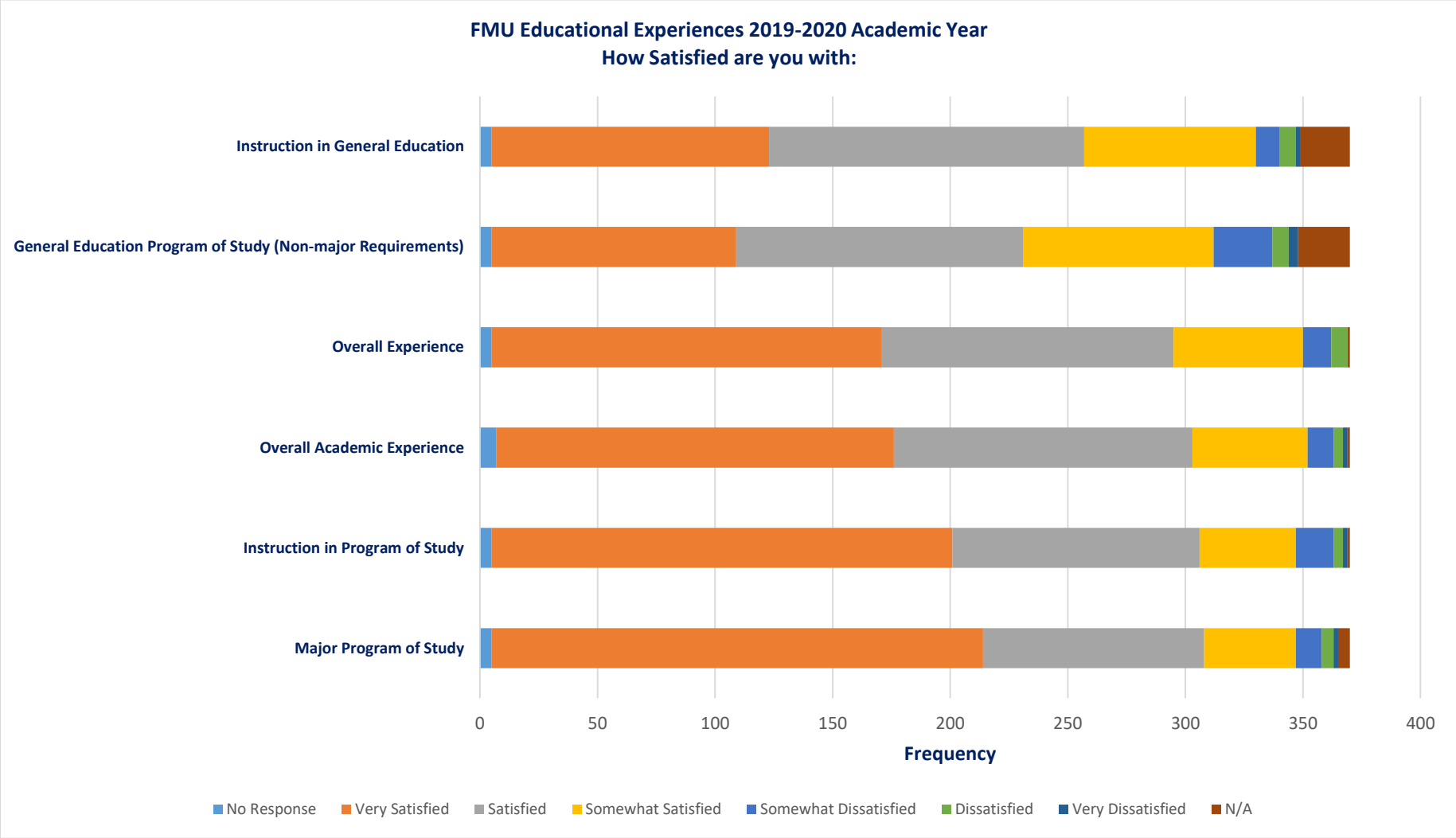


Table 17: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty

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	30.4	15	16.9
	2019	249	84.3	26.5	23.3	24.5	10	15.7
	Academic Year 2019-2020	365	84.1	16.4	20.0	30.1	17.5	15.9
"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	13.8	24.9
	2018	254	79.9	14.6	20.9	28.3	16.1	20.1
	2019	248	80.2	23.8	18.1	23.4	14.9	19.8
	Academic Year 2019-2020	365	78.9	17.0	15.9	27.1	18.9	21.1
Student membership in professional/disciplinary organizations	2016	250	72	15.2	16.4	24	16.4	28
	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
	2019	247	72.5	23.9	17.4	20.2	10.9	27.5
	Academic Year 2019-2020	365	69.0	16.2	18.1	19.2	15.6	31.0
Volunteer, public or community service	2016	249	81.1	16.5	22.9	24.5	17.3	18.9
	2017	223	83	17	22	28.3	15.7	17
	2018	255	82.7	17.3	22.4	29.4	13.7	17.3
	2019	249	85.1	26.5	18.1	30.5	10	14.9
	Academic Year 2019-2020	365	81.6	20.5	20.5	27.9	12.6	18.4
Social/recreational organizations	2016	249	75.5	18.5	18.5	21.7	16.9	24.5
	2017	224	78.1	21	17.9	29	10.3	21.9
	2018	255	82.4	20	19.2	30.6	12.5	17.6
	2019	249	78.7	23.7	18.5	25.3	11.2	21.3
	Academic Year 2019-2020	365	75.1	20.8	16.4	24.9	12.9	24.9
Support or participation in the arts	2016	251	70.1	12	13.9	21.1	23.1	29.9
	2017	222	74.8	12.6	16.7	27.5	18	25.2
	2018	254	75.2	13	13.8	25.6	22.8	24.8
	2019	248	71.4	16.5	15.3	25	14.5	28.6
	Academic Year 2019-2020	365	72.3	11.5	11.0	26.3	23.6	27.7

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	19.5	38.5
	2018	256	62.9	13.3	13.7	19.9	16	37.1
	2019	250	56.1	16.7	11.8	14.2	13.4	43.9
	Academic Year 2019-2020	365	53.7	11.5	7.7	18.1	16.4	46.3
Attendance at FMU Home Games #	2016							
	2017							
	2018							
	2019	250	68.4	18.8	13.6	17.2	18.8	31.6
	Academic Year 2019-2020	365	64.4	15.9	10.7	15.1	22.7	35.6

Exit Survey Total Number of Respondents- Spring 2016 (291), Spring 2017 (239), Spring 2018 (274), Spring 2019 (273), and Academic Year 2019-2020 (365)

 # Data collection started Spring 2019

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

^ 2019-2020 Academic Year represent undergraduate students

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

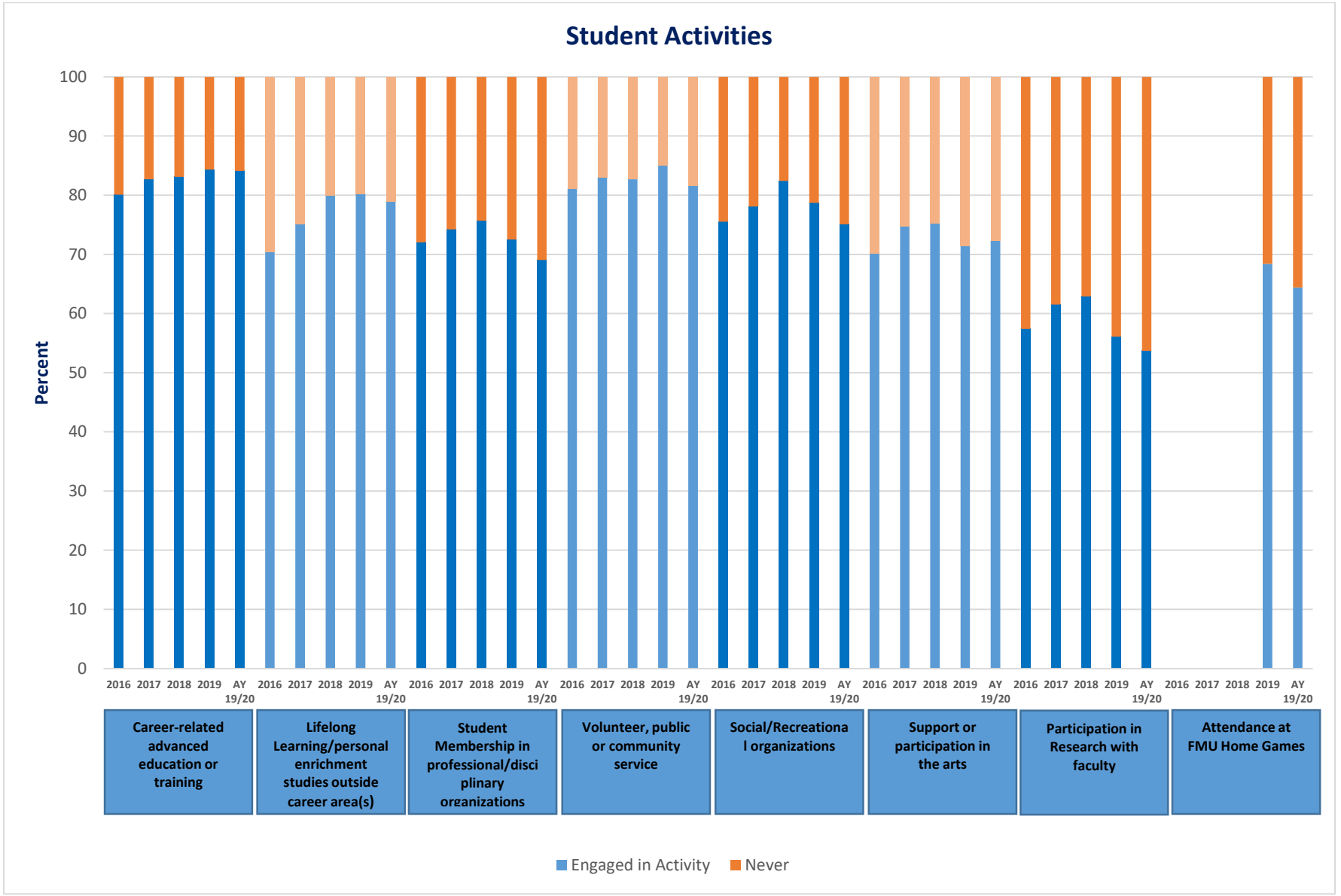
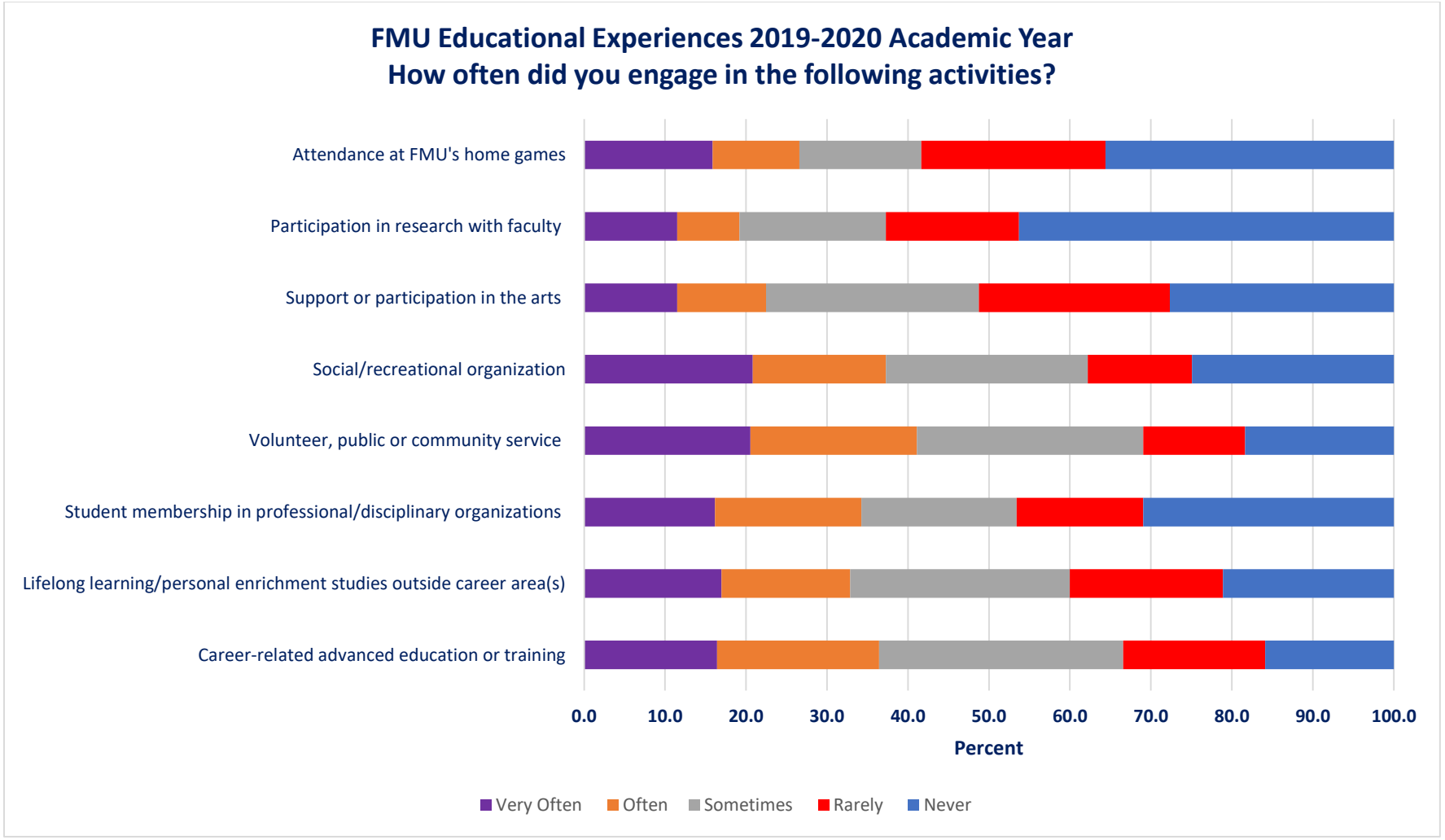


Figure 16: Activities Engaged at FMU



Recommendations

This report provides a handful of recommendations made by the Director of Institutional Effectiveness in collaboration with the Institutional Effectiveness Committee. Following these recommendations, the Institutional Effectiveness Committee met to further discuss and present their findings and action items for the 2019-2020 General Education Institutional Report (*Appendix 2*).

The following were the recommendations stemming from the Office of Institutional Effectiveness (OIE) and the Institutional Effectiveness Committee (IEC):

1.) Each academic unit reports the number of students assessed. Describe and justify sampling techniques.
2.) Identify
    a. Criterion for a course to be considered a General Education Course.
    b. Academic Levels to be considered for a General Education Course.
3.) Use one or more measures of student perception of success.
4.) Explore a computer-based program to submit Program/Department Institutional Effectiveness and General Education Institutional Effectiveness Reports.
5.) Establish a rubric and criterion for assessing Department/Program General Education reports.
6.) Submit General Education Report to Academic Affairs by December 15.
7.) Provide a General Education Workshop for spring or fall 2021.

Appendix 1

Francis Marion University (Exit Survey)

Office of Institutional Effectiveness

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

Demographic Information

Student ID: _____ FMU Email Address: _____

Age: _____ Email Address After Graduation: _____

Gender: _____ Female _____ Male _____ Other

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

Check Your Major/Program of Study

Undergraduate Degrees

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

Graduate Degrees

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

Indicate the number of semesters that you attended FMU.	_____

Section I. Reason for Attending FMU

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

Section II. Financial Obligations

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

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

Section III. FMU Support Services

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

How satisfied are you with:		Very Helpful	Helpful	Somewhat Helpful	Unhelpful	Very Unhelpful	Never Used	N/A
Center for Academic Success and Advisement (CASA)	18. CASA Advising							
	19. Career Development							
	20. Tutoring Center							
	21. Writing Center							
Student Life Support Services	22. Campus Recreational Activities							
	23. Cultural Programs							
	24. Greek Life							
	25. Residence Life							
	26. Student Life (events, organizations)							
	27. Student Government							
Contractual Support Services	28. Bookstore							
	29. Dining							
	30. Laundry							
	31. Vending							
Academic Support Services	32. Faculty Advisor							
	33. Classroom Instructors							
	34. Campus Technology							
	35. Counseling and Testing							
	36. Course Syllabi							
	37. Math Lab for Math 105, Math 110, & Math 111							
	38. Library							
	39. Registrar							
	40. Study Hall (Athletics)							
Business Offices	41. Cashier's Office/Accounting							
	42. Financial Assistance							
Health & Security Support Services	43. Campus Police							
	44. Student Health Services							
Media Center Support Services	45. Media Center							

Section IV. Future Formal Education

Check any of following applicable to you:

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

Section V: FMU Educational Experiences

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

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

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

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

Destination	State/Country Visited	Time Spent	Reason

Section VI: Employment and Experience

Employment

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

_____ Yes _____ No

If Yes:

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

If No:

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

Military Service

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

Professional Experience

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

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

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

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

Name	How?

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

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

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

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

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

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

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

THANK YOU for completing the survey!

CONGRATULATIONS, GRADUATE!!!

Appendix 2

Institutional Effectiveness (IE) Committee's Findings & Action Items for the 2019-2020 General Education Institutional Report

Submitted by IE Committee
March 2, 2021

The IE Committee recognizes that substantial work has been done with the assessment of Francis Marion's General Education curriculum and is pleased that a number of programs, departments, and courses are contributing data for assessment purposes. We also acknowledge that more is needed to strengthen the process as well as the analysis of that data. While the data presented reveals insight into the university-wide General Education curriculum, the multiple methods, missing data, and current structure pose unique challenges in determining whether or not each General Education goal has been met beyond what has been reported on pages 18-21. To attempt to discern whether or not goals have been met would be a disservice to the data presented. Thus, our action items based on this year's findings are as follows:

- To review and align goals with courses within the General Education curriculum
- To determine what courses should still submit data based on that alignment
- To standardize the method of submitting data, possibly automating that method
- To decide whether all data should be collected annually or whether implementing an appropriate rotation method for those submitting data would capture needed results
- To determine a method for evaluating the data presented, such as establishing a percentage of desired SLOs met within each goal

Our action items revolve around enhancing uniformity with the assessment process in attempts to improve the collection and analysis of data. Our goal is to work with how contributors are currently assessing matters and implement a standard method on how to report results while simultaneously creating an effective way to measure those results within each of the General Education goals.

In addition, these findings along with the aforementioned action items may be able to help inform and/or set the baselines and benchmarks for future General Education IE Reports.