Fall 2019

Francis Marion University

General Education Report

2018-2019 Academic Year

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DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

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Acknowledgement

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

Faculty and Staff in all 34 Programs and Departments (2018 - 2019 Academic Year)

Preparers (Program/Department Institutional Effectiveness Representatives)

IE Committee Members (Jessica McCutcheon, Rachel Spear, Johnathan Munn, Hubert Setzler, Renee Dowdy, and Kellie Gainey)

Vice President for Administration and Planning (Charlene Wages)

Executive Summary

This General Education Report 2018-2019 (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 and 2019; and Recommendations.

Table (i) shows the number of program/departments reported in the General Education Reports for 2016-2017, 2017-2018 and 2018-2019 academic years. For academic year 2018-2019, thirty-four programs/departments submitted either the IE Program/Department Reports and/or the General Education Reports. Out of these academic reports, a total of 47 Student Learning Outcomes (SLOs) addressed the nine General Education Goals, that is, 3 more SLOs compared to the previous academic year. Most of these SLOs were selected from the 100 or 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 and 2018-2019 Academic Years

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

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

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

General Education Goal	Reported			
	Program/Department	**Course**	**SLOs**	**Assessment Results**
Goal 1	**English Composition**	**ENG 102 (2018-2019)***	GE-SLO 1a	Benchmark Met
			GE-SLO 1b	Benchmark Met
	Speech Program	**SPEECH 101***	SLO 1.0	Benchmark Met
			SLO 4 .0	Benchmark Met
	Visual Arts Program	ARTH 221	SLO 2.0	Suspended Spring Semester
			SLO 3.0	Target Met
	Department of History	**HIST (100-level courses)**	SLO 4.0	Benchmark Not Met
	Professional Writing Program	**ENG 405***	SLO 5	**Direct Assessment** Target Not Met on Avg. Rating Target Not Met on % 4s & 5s **Indirect Assessment** Target Met
			SLO 6	**Direct Assessment** Target Not Met on Avg. Rating Target Not Met on % 4s & 5s **Indirect Assessment** Target Met
Goal 2	Visual Arts Program	ARTH 221	SLO 4.0	Target Not Met
	Speech Program	**SPEECH 101***	SLO 2.0	Benchmark Met
Goal 3	**Department of Biology**	**BIO 103 & BIOL 104***	SLO 3	Benchmark Met
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	SLO #3	5 Measurable Outcomes – Benchmark Met
	Visual Arts Program	ARTH 206	SLO 5.0	Target Met
	Speech Program	**SPEECH 101***	SLO 1.0	Benchmark Met
			SLO 5.0	Benchmark Met
	Professional Writing Program	**ENG 405***	SLO 3	**Direct Assessment** Target Met on Avg. Rating Target not Met - % 4s & 5s **Indirect Assessment** Target Met
Goal 4	Theatre Arts	Theatre 210 & Exit Exam	SLO 1	No Data Reported
			SLO 2	Benchmark Met
			SLO 3	No Exit Exam Results Needs To Address Results
			SLO 4	Results Not Reported
	Visual Arts Program	Sophomore Students	SLO 7.0	Target Met

General Education Goal	Reported			
	Program/Department	Course	SLOs	Assessment Results
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 Not 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 Not Met Outcome 4.3 – Target Not Met Outcome 4.4 – Target Met
Goal 6	**Department of Biology**	**BIO 103 & BIOL 104***	SLO 1	Benchmark Met BIO 103 Benchmark Met BIO 104
			SLO 2	Target Met for BIO 103 Target Not Met for BIO 104
	Physics & Industrial Engineering	**Physical Science 101 - PSCI (Lab) ***	SLO #6	7 Measurable Outcomes – Benchmark Met
	Chemistry Department	**CHEM 101***	SLO 1	Target Not Met
Goal 7	**Speech Program**	**SPEECH 101***	SLO 2.0	Benchmark Met
	Department of History	**HIST (100-level courses)**	SLO 2.1	Benchmark Not Met
			SLO 3.0	Benchmark Not Met
			SLO 5.0	Benchmark Not Met
			SLO 5.1	Benchmark Not 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	Benchmark Met
	Department of Political Science and Geography	POL 103	SLO 2.0	Benchmark Met

General Education Goal	Reported			
	Program/Department	Course	SLOs	Assessment Results
Goal 9	**English Composition**	**ENG 102 (2018-2019) ***	GE-SLO 9	Benchmark Met
	Visual Arts Program	ARTH 221	SLO 4	Target Not Met
	Sociology	**SOCI 201***	SLO 9b	Benchmark Not Met
	Speech Program	**SPEECH 101***	SLO 1	Benchmark Met
			SLO 3	Benchmark Met
	Professional Writing Program	**ENG 405***	SLO 2	**Direct Assessment** Target Met on Avg. Rating Target not Met - % 4s & 5s **Indirect Assessment** Target Met
	Chemistry Department	**CHEM 101***	SLO 1	Target Not Met

* Submitted General Education Program/Department report
Note: Assessment Methods and Action Items for each SLO can be viewed in General Education Competencies section.

The Spring 2019 Exit Survey in *Appendix A* is a voluntary survey given to all Francis Marion University's graduating seniors. Two previous surveys i.) the Career Development Graduate Exit Employment Survey (Career Development Office) and ii.) the Exit Survey (from the Office of Human Resources and Institutional Research) were combined to form the new Exit Student Survey. The Spring 2019 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 Spring 2019 Exit Survey.

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 84-93). 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 past 4 spring semesters are tallied and illustrated in Table 17 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 18 and Figure 15 & 16 on pages 80-82 in the report illustrates responses on students' engagement level across activities on and off campus.

In conclusion The General Education Report (2018-2019) emphasizes on five major areas: College-Level General Education Competencies and Evaluation Process; General Education Reports; Student Learning Outcomes and General Education Goals by Program/Department; Francis Marion University Exit Survey results for spring 2016, 2017, 2018, and 2019; and Recommendations. As a result, five recommendations made by the Director of Institutional Effectiveness and the Institutional Effectiveness Committee similar to the 2018-2019 General Education Report:

1.) Each academic unit reports the number of students who were assessed. Describe and justify sampling techniques.
2.) Identify
    a. Criterion for a course to be considered a General Education Course.
    b. Academic Levels to be considered for a General Education Course.
3.) Use one or more measures of student perception of success.
4.) Explore a computer based program to submit Program/Department Institutional Effectiveness and General Education Institutional Effectiveness Reports.

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

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

College-Level General Education Competencies & Evaluation Process

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

General Education Goals

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

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

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

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

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

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

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

Goal 7. The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.

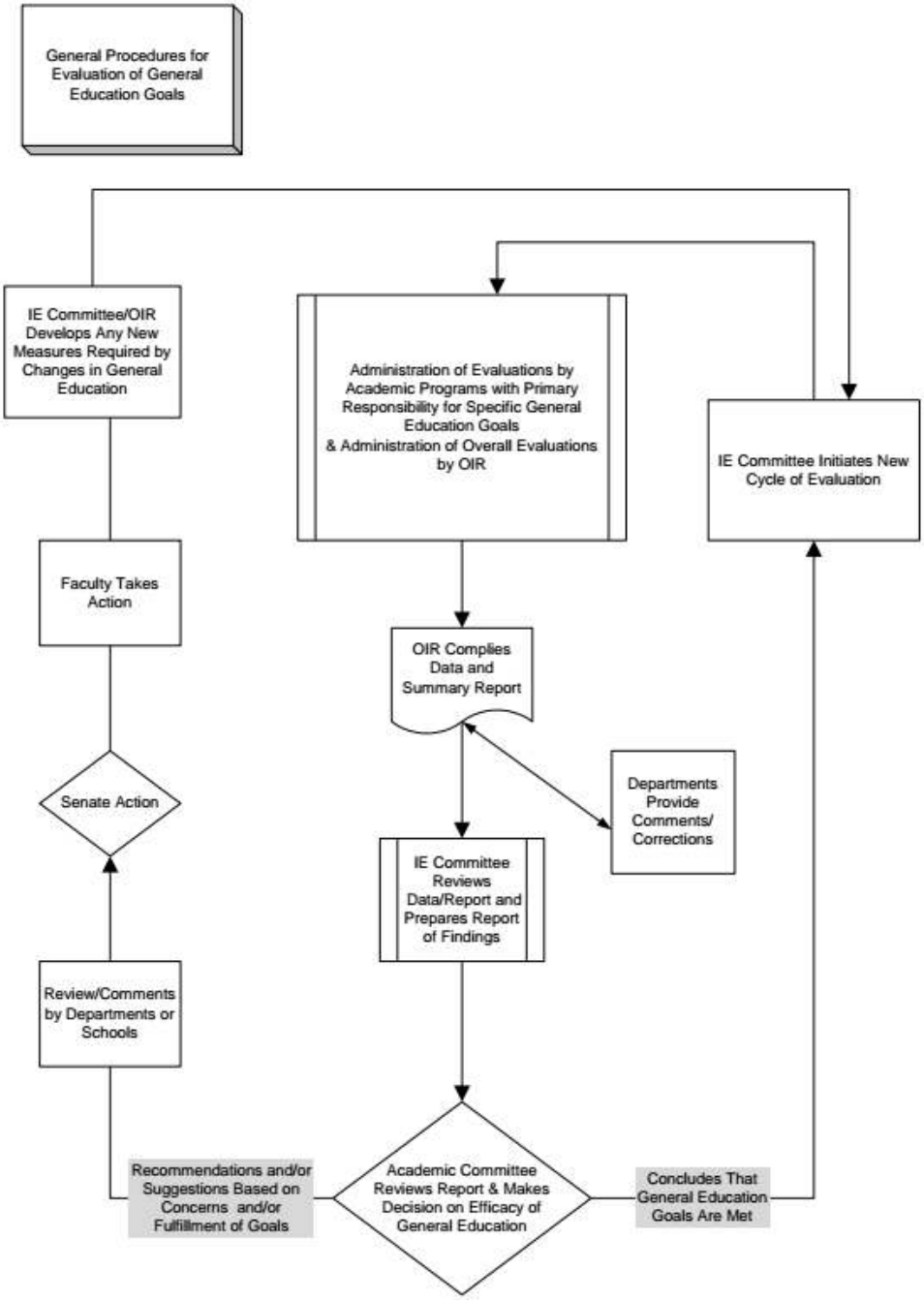
Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

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

General Education Program Evaluation Process

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

Figure 1: The Process for the General Education Program Evaluation



General Education Reports

For the 2018-19 academic year, all thirty-four programs/departments submitted program/department Institutional Effectiveness (IE) reports to the Office of Institutional Effectiveness. Nine programs/departments also provided their General Education Reports. These programs were English Composition; Speech Program, Department of Biology; Physics & Industrial Engineering; Mathematics Program; Department of History; Sociology; Chemistry; 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 drawn from 100, 200 and 400 level courses. Shown in *Table 2* are the courses, the number of SLOs drawn from the course with the corresponding General Education Goal. The specific SLOs that correspond to a General Education Goal can be found in *Tables 5 to 16*. 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**
# of Program/Departments	34	34
# of Program/Departments Submitting General Education IE Reports & Program/Department IE Reports	6	9
# of Submitted Program/Department Reports	28	25
Total Number of Student Learning Outcomes (SLOs) Addressing General Education Goals	44	47

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 102 ***	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 & BIO 104***	Goal 3	1
		Goal 6	2
Physics & Industrial Engineering	**PSCI 101 (Lab)***	Goal 3 & Goal 5 & Goal 6	7
Theatre Arts	THEA 210 & seniors	Goal 4	4
Mathematics Program	**Math 111***	Goal 5	4
Department of Political Science & Geography	POL 101 & POL 103	Goal 8	2
Visual Arts Program	ARTH 221	Goal 1	2
		Goal 2 & Goal 9	1
	ARTH 206	Goal 3	1
	Sophomore Students	Goal 4	1
Department of History	**Lower-division (100 level courses)***	Goal 7	5
		Goal 1	1
Sociology	**SOCI 201***	Goal 7 & Goal 9	3
Chemistry Department	**CHEM 101***	Goal 6 & 9	1
Professional Writing Program	**ENG 405**	Goal 1 Goal 3 Goal 9	2 1 1
Total Student Learning Outcomes			**47**

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

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 102 (2017-2018)***	**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 206	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	Dawn Larsen
	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**
	Chemistry Department	**CHEM 101***	**Pete Peterson**
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	Natalie P. Johnson
	Department of Political Science and Geography	POL 103	Natalie P. Johnson
Goal 9	**English Composition**	**ENG 102 (2017-2018) ***	**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**
	Chemistry Department	**CHEM 101***	**Pete Peterson**

* 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 102 (2017-2018)** **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	3	3
Humanities/ Social Sciences Elective				**0**	**3**
	1	Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	POL 101 & POL 103 **SOCI 201** **HIST (100-level courses)**	0	3
Mathematics				**6**	**6**
	1	Mathematics (a minimum of 6 hours: Mathematics 111 and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	**Math 111**	6	6
		B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)			
Natural Sciences (Laboratories are required with all courses)				**12**	**8**
	1	Biology	**BIOL 103 & BIOL 104**	4	4
	2	Chemistry, Physics, or Physical Science	**Physical Science 101 – PSCI (Lab)** **CHEM 101**	4	4
	3	Astronomy, Biology, Chemistry, Physics, Physical Science, Psychology 206/216, or Honors 280-289	**BIOL 103 & BIOL 104** **Physical Science 101 - PSCI (Lab)** **CHEM 101**	4	0
Total Semester Hours for the General Education Program				**48**	**59**

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

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

- English 102, Speech 101, ARTH 221, HIST (100-Level Courses) and ENG 405
- 9 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for five out of nine Student Learning Outcomes
    - SLO 2.0 suspended spring semester
    - 2 SLOs had Direct and Indirect Assessment for which only Targets for the Indirect Assessments were Met

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 – Target Not Met for one and Benchmark Met for one of the Student Learning Outcomes.

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
- 6 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for five out of six Student Learning Outcomes
    - 1 SLO had Direct and Indirect Assessment for which Targets were met for the Indirect Assessment and for one of the Direct 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 two out of 5 Student Learning Outcomes
    - 3 out of the 5 SLO has no results reported

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, PSCI (Lab) and CHEM 101
- 4 Student Learning Outcomes
- Assessment Results –
    - Benchmarks or Targets Met for two out of four Student Learning Outcomes.
    - Two courses BIOL 103 and BIO 104 targeted one SLO. Target Met for BIOL 103.

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
- 8 Student Learning Outcomes
- Assessment Results –
    - Benchmark or Target Met for two out of the eight Student Learning Outcomes.

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
- Benchmark Met for the two Student Learning Outcomes.

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 102, ARTH 221, SOCI 20, SPEECH 101, ENG 405, and CHEM 101
- 7 Student Learning Outcomes

- Benchmark or Target Met for three out of seven Student Learning Outcomes
    - 1 SLO had Direct and Indirect Assessment for which Target Met for the Indirect Assessment and for one of the Direct Assessments.

Student Learning Outcomes and General Education Goals by Program/Department

The programs/departments listed below addressed the General Education Program using a total of 47 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
- Chemistry
- 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.

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 2018-2019, the program pulled from indirect and direct assessments. Specifically, 588 composition students, or about 75% of fall composition students taking any composition course, participated in a writing attitude survey. In addition, we performed a direct assessment of our ENG 102. Our end-of-the-semester direct assessment of ENG 102 consisted of 72 randomly selected portfolios from 35 sections of ENG 102. For a complete explanation of the assessment methods, refer to the English Composition Program's Institutional Effectiveness Report: Academic Year 2018-2019. 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 102	**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. Last year, we piloted this method of assessing the General Education goals; thus, we are still in the process of establishing baselines but will use last year's data for general comparisons. However, please note that any comparison is flawed due to the fact that last year was still a part of our two-year programmatic assessment pilot and that last year's direct assessment focused on English 101, whereas English 102 completes the general education requirements. Thus, last year's data gave insight mid-way through the general education composition requirement while this year's data reveals insight at its conclusion. In addition, we recognize that this assessment does not account for the different layers in which portfolios may be assessed in relation to the current General Education goals and that the data may be skewed as a result. 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. In addition, when two or more scores deviated by more than one point, the portfolio had a third read; two portfolios had third reads.	RESULTS: 92% of the portfolios successfully met this measure. Specifically, 66 out of the 72 had an average score of 2.5 or greater on the 4-point scale.
			GE-SLO 1b: The paper(s) demonstrate(s) that the student can write English creatively (or stylistically).		RESULTS: 79% of the portfolios successfully met this measure. Specifically, 57 out of the 72 had an average score of 2.5 or greater on the 4-point scale.
		Goal 9: The ability to reason logically and think critically to develop problem-solving skills and to make informed and responsible decisions.	GE-SLO 9: The paper(s) convey(s) that the student can reason logically and critically in relation to their research and composition skills.		RESULTS: 90% of the portfolios successfully met this measure. Specifically, 65 out of the 72 had an average score of 2.5 or greater on the 4-point scale.

Action Items:

- BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This was a 15% increase from last year's data.

- BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This was a 36% increase from last year's data.

- BENCHMARK ACHIEVEMENT AND DISCUSSION: The benchmark was met. No discussion needed. This was a 17% increase from last 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 found in the Program/Department 2018-19 report. 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	***Direct Assessment*** In the 2018-2019 academic year, 127 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) in each of the eight competencies was surpassed. 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 five SLOs were achieved. In fact, the results on some of the competencies surpassed the long-term target. This, in addition to the wide range of results among the competencies suggests there might
		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.	the end of the semester. Their performances on each evaluation were then compared. 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: The indirect assessment has been administered for the past two years. However, there is no precise baseline for this assessment because we have moved to a more effective and more precise analysis of the data. BENCHMARK: 80% of responding students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey. TARGET: In the next three to five years, 85% of students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey.	be a more effective way to set analyze the data and set benchmarks and targets. This will be addressed in the Action Items section ***Indirect Assessment*** In the 2018-2019 academic year 327 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. Results:
		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

Report

Group		Competency One	Competency Two	Competency Three	Competency Four	Competency Five	Competency Six	Competency Seven	Competency Eight	Average Total 8 Comp	%
1	Mean	2.33	2.13	2.04	2.06	2.27	1.87	2.28	1.99	2.1	70.7
	Average %	77.69	70.87	67.98	68.5	75.66	62.4	76.12	66.4		
	N	127	127	127	127	126	125	127	127		
2	Mean	2.56	2.61	2.46	2.5	2.47	2.28	2.59	2.36	2.5	82.6
	Average %	85.3	86.88	82.15	83.2	82.41	76	86.35	78.57		
	N	127	127	127	127	127	125	127	126		
Dif.		**7.61**	**16.01**	**14.17**	**14.7**	**6.75**	**13.6**	**10.23**	**12.17**		

Indirect Assessment Results

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

1.) *choose and narrow a topic for a given audience and a given amount of speaking time.* **85.3%**
2.) *gather quality research material to support thesis and main points.* **87.5%**
3.) *organize material into a clear message and easy-to-follow progression.* **85.9%**
4.) *use appropriate and effective language for a given audience and speaking situation.* **86.2%**
5.) *offer a clear and smooth delivery of the message.* **83.5%**

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. The data also illustrates that while all positive, the results among the eight competencies vary greatly. To account for this, next year we will change how we will set our benchmark. Rather than setting an absolute percentage improvement mark (as we did this year- -5% for all competencies), we will make it relative to the baseline. For example, the average improvement for competency one was 7.61 and the average for competency two was 16.01. For next year, we can set our benchmark and target based on these baseline results. This was impossible this year as we had no baseline to use. Further, as we get more results we can look closely at the individual competencies to identify the areas in which instruction may be improved.

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. Our assessment tool allows us to see the specific areas in which students indicate varying levels of confidence. As we build more data, we should be able to see the areas that, while good, could use improvement.

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 two general education courses offered by the department (Bio 103 and 104) with cumulative exams. This academic year we implemented the use of "pre-post testing" to assess achievement from the beginning to the end of the semester in both courses. 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 but room for improvement in both sets. 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 need to be reinforced.

General Education - Science-Related Student Learning Outcomes:

The Department of Biology offers two courses that non-majors may take to complete science-related general education requirements at FMU (Biology 103 and 104). To assess student success in meeting the science-related learning outcomes 1 and 2 below, 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 in both courses to ensure that the student is not taking the same exam twice. Only one of the courses is offered in a semester. We administered the exam to Biology 103 students at the beginning and at the end of the Fall semester 2018 and to Biology 104 students at the beginning and at the end of Spring 2019. In each course students are expected to achieve a benchmark of 60% or higher on the cumulative exams. We regard the mean percent score of the exam results to be a reasonable indicator of student-success in meeting the two science-related general education learning outcomes.

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

We also assess learning outcome 3 by the proportion of courses that incorporate technology in some form. Access to and use of technology is imbedded into biology courses in a variety of ways. Student use of technology is incorporated into both lectures and the laboratory portions of the biology courses and students must successfully use the technology to complete assignments. All students gather data and use technology and instrumentation in a variety of laboratory exercises in these courses. Students must successfully use scientific instrumentation

to gather data, and software to use spreadsheets, and do statistical testing, and create graphs to evaluate the data collected to complete assignments. The process of gathering the necessary data for each laboratory exercise requires accuracy in taking measurements and using the technology and instrumentation correctly. In addition to data collection required all laboratories, specific instrumentation is used in lecture sections and laboratories. Our benchmark is 90% of our courses require that students use at least one form of technology (Baseline 93%, Benchmark 90%, Target 93%). This benchmark adjusts for courses that may not lend themselves to use of technology such as diversity of organism courses. There are three learning outcomes of the general education that are science-related:

Table 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 59%, Benchmark 60%, Target 64%, as measured by a cumulative exam.	1: The student demonstrated an understanding of the natural world at an average Baseline - average of Bio 103 and Bio 104: 63%, Benchmark 60%, Target 64%, as measured by a cumulative exam. The benchmark and target were achieved by both Bio103 and Bio 104 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 62%, Benchmark 60%, Target 64%, as measured by a cumulative exam.	2: The student demonstrated the ability to think critically and to apply scientific principles to reach conclusions at a benchmark overall average of Baseline - average of Bio 103 and Bio 104: 57%, Benchmark 60%, Target 64%, as measured by a cumulative exam. The benchmark was achieved for both Bio 103 and Bio 104. Since the target was 64%, the target was also achieved by Bio 103.
		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 student demonstrated an understanding of the natural world at an average Baseline - average of Bio 103 and Bio 104: 63%, Benchmark 60%, Target 64%, as measured by a cumulative exam. The benchmark and target were achieved by both Bio103 and Bio 104 students.
2. The student demonstrated the ability to think critically and to apply scientific principles to reach conclusions at a benchmark overall average of Baseline - average of Bio 103 and Bio 104: 57%, Benchmark 60%, Target 64%, as measured by a cumulative exam. The benchmark was achieved for both Bio 103 and Bio 104. Since the target was 64%, the target was also achieved by Bio 103.

Tables 7a and 7b below list the exam questions that apply to each learning outcome and summarize the results. The BIO 103 exam was revised this year. We administered exams at the beginning and the end of the semester in both courses.

Table 7a. Summary of results of the Biology 103 cumulative exam administered in Fall 2018 at the beginning and at the end of the semester and results from the end of the Fall 2017.

Student Learning Outcome	**Assessment** (question that pertains to each learning outcome)	**Result** (Mean percent correct)		
		Fall 2017 End	Fall 2018 Beginning	Fall 2018 End
1. The student will have an understanding of the natural world.	6-8, 11-15	57.9	53.3	67.3
2. The student will be able think critically and to apply scientific principles to reach conclusions.	1-5, 9,10,16-18	59.3	50.1	65.2
Number of students		87	144	128
Overall mean		58.6%	50.8%	66.1%

Table 7b. Summary of results of the Biology 104 cumulative exam administered in Spring 2019 at the beginning and at the end of the semester and results from the end of the Spring 2018 semester.

Student Learning Outcome	**Assessment** (question that pertains to each learning outcome)	**Result** (Mean percent correct)		
		Spring 2018 End	Spring 2019 Beginning	Spring 2019 End
1. The student will have an understanding of the natural world.	1, 2, 4,6-8, 10, 11,15, 17, 19,21-23	67	46.5	69
2. The student will be able think critically and to apply scientific principles to reach conclusions.	3, 5, 9, 12 -14, 16, 18, 20, 24, 25	55	46.3	57.3
Number of students		48	57	47
Overall mean		62.2%	46.4%	63.8%

Biology 103: Students achievement exceeded the benchmark of 60% and target of 64% for both the overall exam average and on questions that assessed achievement of both SLO 1 (understanding the natural world) and SLO 2 (critical thinking and applying scientific principles). Achievement improved (18%) by the end of the semester and increased compared to last year.

Biology 104: Student achievement (overall exam average) at the end of the semester met our benchmark of 60% for the overall average and essentially met our target of 64%. Overall achievement increased from the beginning to the end of the semester and increased slightly over last year's results. Achievement on the questions that assess SLO 1 (understanding the natural world) was above our benchmark and the target. Results for SLO 2 (critical thinking and applying scientific principles) did not meet the benchmark. The results separated by SLO mirror last year's results.

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; Bio 104 lecture was taught as an on-line course this spring. Table 7 lists technology used in Biology courses and laboratories. The majority of lectures and labs (average = 93%; fall 17/18 = 94%; spring 21/23 = 91%) have some exposure to technology imbedded into them. Thus, we met our benchmark of 90% of courses requiring students using some form of technology. A variety of technology is incorporated by instructors into our courses at all levels into both lectures and laboratories. The types of uses vary including posting grades and assignments, on-line quizzes, and use of software programs and instrumentation in laboratories. In addition to the listings below, Excel and Prism (graphing program) are the programs that the department are used routinely by courses that require data analysis and graphing.

Table 7. Types of technology, the uses, the courses this technology is incorporated.

Program	Use	Course number
Blackboard	posting grades, announcements, resources, course notes, homework	102, 103, 104, 105, 106, 115L, 120, 202, 205, 210, 215, 301, 302, 303, 305, 307, 308, 311, 312, 317, 320, 401, 406, 407, 409, 412
	On-line quizzes	102, 103, 105, 104, 305, 308, 401, 407
	Submit assignments	406
Textbook/publisher website/resources	Homework, assignments, quizzes	105
	Virtual labs, exercises	205, 401
Other programs	ArcGIS	202, 308, 402, 411
	Mesquite	106, 409
	Other course specific programs: e.g., Modelling programs, videography	102, 106, 306
iPads	Data collection	306, 412
Instructor created websites	Course resources, grades	215, 236
Vernier and Pasco Probes (various), O2 & pH meters, EEG	Lab data collection	103, 104, 115, 120, 236, 406
		308, 317

Action Items:

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 will reinforce certain core principles and concepts and critical thinking skills. We will ensure that instruction will be enhanced in the areas where targets were not achieved (Bio 103 – concepts and critical thinking).

- We implemented pre- and post- exams at the beginning and end of the courses this academic year and will continue this practice in the 2019-2020 academic year. In Bio 104 we created different but comparable forms of each exam to ensure that the student is not taking the same exam twice. Creation of different but comparable forms of each exam for Bio 103 was completed but refinement of them will be carried over to the 2019-2020 academic year.

- We evaluated the exams for balance between content vs critical thinking. However, the exams will be evaluated based on test item statistics and individual question analyses will be completed to determine if more question refinement is warranted. That evaluation and revision of the exams to better assess the students will be carried over to the 2019-2020 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 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=157) Post-Test Results (N=180)
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	7.0 7.5
				2. Design experimental tests to eliminate (rule out) variables that do not affect the desired property. Gen Ed goals: #5, #6	5.5 7.8
				3. From experimental results, identify trends in the data related to variables that do have a significant effect on the desired property, such as direct or inverse relationships. Gen Ed goals: #5, #6	6.0 7.5
				4. Demonstrate proficiency in the data collection and analysis process; accurate measurements and computations. Gen Ed goals: #3, #5, #6	6.0 7.8
				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	5.2 7.3
				6. Demonstrate ability to draw valid conclusions based on experimental results; recognize strengths and limitations of experimental process. Gen Ed goals: #3, #6	5.8 7.0
				7. Where appropriate, develop an empirical equation that describes a particular relationship (such as that between the pendulum's length l and its time period T). Gen Ed goals: #3, #6	N/A 7.6

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. Last year (2017-2018), there were two items for which the benchmarks were not met on the post-test assessment:

- Item #5 went up slightly from 68% last year to 73% this year.
- Item #7 went up significantly from 57% last year to 76% this year.

For Item #6, the benchmark was barely met, which was a slight decrease from 74% last year to 70% this year.

This summer, the faculty are rewriting some of the Physical Science lab experiments, and these redesigned labs will include more emphasis on drawing conclusions based on experimental results, which is what is being assessed in Item #6, where we saw the weakest student performance.

Theatre Arts

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
THEA 210 & seniors	**Theatre Arts**	**Goal 4: The ability to explain artistic processes and evaluate artistic product.**	SLO 1: Students will demonstrate an understanding of theatre concepts, theories, organization and production process.	SLO 1: The primary 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 2019 and post-test by December 2019. 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 2019. Update Theatre Handbook.	SLO 1: 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 18 assessed practicums of 14 students. All but one practicum was successfully passed, one student took an incomplete due to personal issues. Therefore, baseline and benchmark were achieved.
			SLO 3: Students will identify, examine, and evaluate skills, knowledge and vocabulary usage to form aesthetic judgments of/within the production process.	Many parts of the Exit Exam were specific to the production process including areas of aesthetic judgment. These parts had been directly assessed independently of the entire exam in previous years. The pre-/post- test will also include these areas of direct assessment. We also utilize a response report (written and oral) from a KCACTF (Kennedy Center American College Theatre Festival) respondent for at least one of our yearly productions. This entails participation in the yearly festival including a visit from a respondent to comment upon all areas within a production. During this response, students are indirectly assessed through questions posed to them via the respondent. This year, we invited respondents to two productions. 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	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 27 students participating in the two KCACTF-assessed productions so we exceeded our baseline from one to two productions, though we do not want to make that a target. 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

				faculty at our closing meeting of the semester. 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.	seems to encourage retention of those concepts. Respondent reports are attached. There were 13 students participating in one post mortem event for the fall production.
			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 – Costume Design adjudicated. Target – We will ensure an outside assessment component in a performance and a technical area of the program each year.	SLO 4: This year we had one outside adjudicator in Costume Design. I received data on May 28, the day before I left for a six week tour. I have included it in the appendix, but was unable to assess the data before I left. .

Action Items:

SLO 1:

- Exit exam data is nonexistent for the 2018-19 year. For the last two 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 2019 semester.
- The Theatre Handbook is online. It needs to be updated for 2019-20.

SLO 2:

- Benchmark met

SLO 3:

- Pre-/post-test will be created and implemented by Fall 2019, 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.

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	*Assessment values of SLOs 1.1-1.2 changed slightly and stayed in the mid to upper 60s in the both semesters and the academic year. SLOs 1.1-1.2 were below target of 70. SLO 1.3 changed slightly and stayed in the lower to mid 80s in both semesters and the academic year. SLO 1.3 was above target of 70. SLO 1.4 changed slightly and was at or above the target of 2.00.* *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.		*Assessment values of SLO 2.1 were almost constant in the mid 70s in the both semesters and the academic year. SLO 2.1 was above the target of 70. SLOs 2.2-2.3 ranged from the mid 50s to lower 60s in both semesters and the academic year. SLOs 2.2-2.3 were below the target of 70. SLO 2.4 reached 2.40 in the fall which resulted in a value of 2.33 for the academic year. SLO 2.4 was above the target of 2.00.* *SLO 2.0's overall target was not achieved.*

			Outcome 4: Students will respond to a statement concerning their confidence in their ability to solve polynomial equations, predominantly quadratic equations.	70 of all 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.	
			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.		*Assessment values of SLO 3.1 stayed in the mid 60s in the both semesters and the academic year. SLO 3.1 was below the target of 70. SLO 3.3 stayed near 50 in both semesters and the academic year. SLO 3.3 was below the target of 70. SLO 3.4 reached 2.27 in the fall which resulted in a value of 2.15 for the academic year. SLO 3.4 was above the target of 2.00.* *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.		*Assessment values of SLO 4.1 stayed in the low 50s in the both semesters and the academic year. SLO 4.1 was below the target of 70. SLO 4.2 increased 9.4 from fall to spring which resulted in a value 54.1 for the academic year. SLO 4.2 was below the target of 70. SLO 4.3 stayed in the low 50s for both semesters and the academic year. SLO 4.3 was below the target of 70. SLO 4.4 reached 2.20 in the spring which resulted in a value of 2.02 for the academic year. SLO 4.4 was above the target of 2.00.* *SLO 4.0's overall target was not achieved.*

Table 10a: Assessment Results

Assessment Problem	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	2018-19
Goal 1.0 Outcome 1	57.0	74.8	64.9	68.0	69.0	65.8	67.3
Outcome 2	64.0	74.6	65.6	58.7	65.5	63.5	64.4
Outcome 3	76.2	87.2	74.4	79.8	82.8	86.1	84.6
Outcome 4	2.17	2.15	2.0	2.02	2.08	2.00	2.06
Goal 2.0 Outcome 1	78.6	92.6	67.6	66.4	75.0	74.5	74.8
Outcome 2	67.6	70.4	59.8	52.9	61.1	55.1	57.9
Outcome 3	58.9	55.5	52.0	46.3	54.1	55.3	54.7
Outcome 4	2.47	2.31	2.4	2.23	2.40	2.07	2.33
Goal 3.0 Outcome 1	65.0	67.0	55.5	62.6	62.9	65.1	64.1
Outcome 3	53.2	54.9	45.5	51.9	49.3	51.4	50.5
Outcome 4	2.25	2.34	2.2	2.05	2.27	2.00	2.15
Goal 4.0 Outcome 1	56.2[1]	72.6	47.3	46.9	52.0	54.4	53.3
Outcome 2		59.4	48.5	62.0	49.1	58.5	54.1
Outcome 3		66.0	54.9	55.4	51.9	50.0	50.9
Outcome 4	2.25[2]	2.14	2.1	2.06	2.00	2.20	2.02

1: Scores for Outcomes 1-3 of Goal 4 were recorded as one value and not separate values for each outcome.
2: Student surveys were completed after semester grades were posted and include 36 responses out of approximately 340 students.

Action Items:

SLO 1:

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

SLO 2:

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

SLO 3:

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

SLO 4:

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

Overall action item for direct assessments is 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 also provides us with specific actions we can work on semester to semester.

Overall action item for indirect assessment is to discuss with faculty ways to increase the response rate of student surveys.

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 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 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 CLA is a form 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. The benchmark was that 80% or more of students would meet or exceed expectations in the survey results.	***Attitudinal Outcomes:*** Review the on-line survey given to students in all History classes to determine if revisions are necessary. Baseline: 77.6% Benchmark: 80%. The benchmark remains unchanged because the department has yet to achieve it. Target: 82%	Lower-division (100-level courses) on-line survey. Results: 63.5% **Benchmark <u>Not</u> Attained**
			* SLO 6.0 Could explain what influence the past has on the present. <u>The benchmark was that 80%</u> or more of students would meet or exceed expectations in the survey results.	***Attitudinal Outcomes:*** Review the on-line survey given to students in all History classes to determine if revisions are necessary. Baseline: 78.15% Benchmark: 80%. The benchmark remains unchanged because the department has yet to achieve it. Target: 82%	Lower-division (100-level courses) on-line survey. Results: 80.5% **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:

SLO	***FALL 2O18 Midterm***	***FALL 2018 Final***	***SPRING 2019 Midterm***	***SPRING 2019 Final***
2.1	74.7%	76.6%	74.4%	73%
4.0	78.8%	71.1%	75.4%	71.5%
5.0	75.3%	77.4%	76.1%	68.4%
5.1	69%	73%	74.5%	72.5%

Indirect Assessment Results

The History Department established a benchmark of 80% for SLOs 2.1, 4.0, 5.0, and 5.1 for its 2016-17 and 2017-18 IE reports. The results of those reports moved the department to maintain that 80% benchmark for the 2018-19 school year.

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: 77%	**Benchmark Not Attained**
Course-Level Assessments (Qualitative Analysis). Results: 74.7%	**Benchmark Not Attained**
Grand Total: 75.9%	***Benchmark Not Attained***

SLO 4.0 The student could effectively write an historical essay.

Lower-division (100-level courses) on-line survey. Results: 63.5%	**Benchmark Not Attained**
Course-Level Assessments (Writing). Results: 74.2%	**Benchmark Not Attained**
Grand Total: 68.9%	***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: 77.5%	**Benchmark Not Attained**
Course-Level Assessments (Critical Thinking). Results: 74.3%	**Benchmark Not Attained**
Grand Total: 75.9%	***Benchmark Not Attained***

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

Lower-division (100-level courses) on-line survey. Results: 75.5%	**Benchmark Not Attained**
Course-Level Assessments (Area Knowledge). Results: 72.3%	**Benchmark Not Attained**
Grand Total: 73.9%	***Benchmark Not Attained***

Action Items:

History Department Action Items

It is clear from the data that students in General Education courses struggle with writing and analysis. Indeed, with the exception of SLO 4.0, students' confidence in their abilities largely reflected their work in class. Furthermore, the data from the CLA forms shows that students' performance on their finals declined compared to their midterms. This could be the result of any number of factors, among them: 1) the need to study for multiple final exams at or about the same time; 2) cramming prior to the final in question; 3) the fact that some final exam essays are comprehensive in nature. What is clear is that while the majority of students did well throughout

the semester, a sizeable minority had difficulty grasping how best to express their ideas clearly, and in ways that met the requisite levels of narrative and analysis as required by their professors.

Action Items for 2019-20

There are a number of action items the History Department will adopt to "close the loop," that is, measures that will help enhance student performance. These action items are divided into two categories: those that are broader in nature and those that are specific to the four SLOs.

Broader Actions

- Emphasize to students the importance of budgeting time to prepare for tests, especially final exams.
- Expand the CLA form to include assessments for additional SLOs, thereby allowing for more data to determine students' performance.

SLO 2.1:

- Create a video/Power Point presentation on essay-writing that will be required viewing of all students in History courses. This will help students learn how to prepare for and write an essay, one that includes the component parts (introduction, thesis, supporting evidence, conclusion).

SLO 3.0:
The department failed to attain its new 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.
- 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:
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 the above-mentioned presentation to help students better understand how a strong essay is written.

SLO 5.0:
This has been one of the greatest surprises facing the department, as History is by its very nature the study of people, what they did, and when and why they did it. The department will take multiple measures to improve its outcome on this SLO:

- Emphasize in the above-mentioned video/Power Point presentation that students must make sure to include in their writing the actions of individuals or groups at particular time periods. This means not just what they did or when they did it, but why, as well as the impact they had.
- Potentially provide journal articles for students to read in class. As these articles are highly analytical, they will show students how professional historians examine the past.

SLO 5.1:

- Emphasize in the above-mentioned video/Power Point presentation that history is not just analysis but a narrative based on linear time. Hence, in their writing, students must be cognizant of the importance of maintaining chronology. In so doing, they can see (and help the reader understand) the connections between actions and events that take place at one period of time, and those that occur subsequently.

Department of Political Science and Geography

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

Table 12: Student Learning Outcomes and General Education Goals (8)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
POL 101 & POL 103	**Department of Political Science & Geography**	**Goal 8: The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.**	SLO 1.0: Political Science Students will perform at the 80% level or above [benchmark = 60%] when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers in POL 101.	SLO 1.0: Political Science students, in POL 101 on average, will perform at the 80% level or above [benchmark=60%] when DESCRIBING and EXPLAINING content areas in political science, specifically when explaining and describing the United States Constitution and Federalist Papers as measured by ten multiple choice questions embedded in tests across all POL 101 classes.	SLO 1.0: Political Science Students, in POL 101 on average, performed at the 77% level [benchmark = 60%] when DESCRIBING and EXPLAINING content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers as measured by the three multiple choice questions embedded in class tests across all POL 101 and 103 sections. Since our goal was 80%, this target was not achieved.
			SLO 2.0: Political Science Students will perform at the 80% level or above [benchmark = 60%] when describing and explaining content areas in political science, specifically explaining and describing the United States Constitution and Federalist Papers in POL 103.	SLO 2.0: Political Science students, in POL 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:

- The department will continue with these measures in the 2019-2020 year for SLOs 1.0, 2.0, and 3.0.

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

Visual Arts Program

Preparer: Mr. Gregory G. Fry submitted the Program/Department IE report.

Table 13: Student Learning Outcomes and General Education Goals (1, 2, 3, 4, & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
ARTH 221	**Visual Arts Program**	**Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.**	SLO 2.0: The percentage of students in course achieving 90% mastery on in-class presentations will reach 75% SUSPENDED THIS SPRING SEMESTER (see below). PLO learning goals: 1, 2 and 5.	SLO 2.0: DIRECT ASSESSMENT METHOD: Grading of rubric sheet. INDIRECT ASSESSMENT: students tend to emulate their more skilled classmates, especially when asked to evaluate the strengths and weaknesses of others; plus, many excellent on-screen presenters (at least a dozen) are showcased in class videos to serve as models. Many skills are necessary for public speaking and being able to articulate the varied features and qualities of a visual work of art and conveying them successfully to a live audience.	SLO 2.0: DIRECT ASSESSMENT RESULTS: SUSPENDED THIS SPRING SEMESTER - Since the ARTH 221 class consisted of 36 students, nearly double the 19 students in Spring 2018, in-class presentations were at least temporarily dropped because of the burdensome amount of class time required for them.
			SLO 3.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class essay writing will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 3: DIRECT ASSESSMENT METHOD: Grading of rubric sheet INDIRECT ASSESSMENT: the quality of a student's first day course questionnaire is often a strong indicator of vocabulary, grammar, and basic writing skills. Collecting thoughts and ideas, then extemporaneously writing them into a coherent, grammatically correct, and concise form is a supreme yet fundamental academic skill to possess.	SLO 3: DIRECT ASSESSMENT RESULTS: 27 of 36 students met 90% target score (75% success rate). Very much in line with previous testing results, but short of the goal. PLO learning goals met: 1, 2 and 5.

		Goal 2 & Goal 9 **Goal 2: The ability to read and listen with understanding and comprehension.** **Goal 9: The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.**	SLO 4.0: The percentage of students in ARTH 221 course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. PLO learning goals: 1, 2 and 5.	SLO 4: 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 4.0: DIRECT ASSESSMENT RESULTS: 18 of 36 students met 90% target score (50% success rate which appears low, but the scope of the exercise was expanded 10-fold and many students frankly submitted only partially completed sheets and some declined even to attempt the exercise). It was brutally challenging for students and very time-consuming to grade yet there was positive student feedback, as most came to a much fuller realization (and appreciation) of what good-to-excellent reading comprehension skills require. PLO learning goals met: 1, 2 and 5.
ARTH 206	**Visual Arts Program**	**Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.**	SLO 5.0: The percentage of students in ART206 course achieving 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 5: DIRECT ASSESSMENT METHOD: Measured by two true or false, multiple-choice and fill in the blank tests.	SLO 5.0: DIRECT ASSESSMENT RESULTS: 4 of 5 students met 80% target score (80% success rate) in the fall and 8 out of 9 students met 80% baseline score (88% success rate) in the spring. 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 7.0: 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 7.0: 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 7.0: DIRECT ASSESSMENT RESULTS: 4 of 4 students met 90% baseline score. (100% success rate) in the fall and 4 of 4 students met 90% target score. (100% success rate) in the spring. PLO learning goals met: 1, 2, 3 and 4.

Action Items:

SLO 2.0:

- Suspended this spring semester. No action is required at this time.

SLO 3.0:

- The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. 27 of 36 students met 90% target score (75% success rate). The goal was achieved and no action is required at this time.

SLO 4.0:

- The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. 18 of 36 students met 90% target score (50% success rate). Due to reasoning above, no action is required at this time.

SLO 5.0:

- 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%. 12 of 14 students met 80% target score for the year (86% success rate). The goal was achieved and no action is required at this time.

SLO 7.0:

- The percentage of Graphic Design candidates for Sophomore Portfolio Review achieving 90% mastery of performance level with foundational work towards graphic design emphasis will reach 75%. For the year, 8 of 8 students met 90% baseline score (100% success rate). The goal was achieved. However, it was determined that a more concise rubric needs to be generated that will give a better view of data and will be updated by the fall of 2019.

Sociology

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

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

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results - AY 2017-18 AY 2018-19
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 81.81%. The benchmark is 85%. The average score of students for SLO 7-e is 64.58%. The benchmark for AY 2018-2019 was not met. The target average score the department would like to achieve is 90% in five years.	81.81% 64.58%
			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 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 79.18%. The benchmark is 80%. The average score of students for SLO 7-f is 75.78%. The benchmark for AY 2018-2019 was not met. The target average score the department would like to achieve is 85% in five years.	79.18% 75.78%

		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 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 75.14%. The benchmark is 80%. The average score of students for SLO 9-b is 67.49%. The benchmark for AY 2018-2019 was not met. The target average score the department would like to achieve is 85% in five years.	75.14% 67.49%

Action Items:

The benchmark was not met for any of the general education SLO's measured using a direct assessment of students who completed Sociology 201. Moreover, there is a decline in the average scores from the previous academic year (see table above). The data may be biased this AY because two 201 classes were not evaluated. However, the department proposes several means in order to increase future scores. Sociology 201 is taught primarily as a traditional course; however, the department did offer a few hybrid sections during the 2018-2019 AY. A separate analysis revealed that overall scores are slightly higher for the traditional courses compared to the hybrid courses. Therefore, the department will focus on improving scores for all SLO's in the hybrid courses by incorporating more written assignments that highlight the application of the sociological imagination (**how other influences affect individual behavior, SLO 7-e)** to real world events. These types of assignments will bolster the students' understanding of the social influences and individual behaviors and increase critical thinking skills (SLO 9-b). In addition, the use of discussion boards as a vehicle for students to discuss key concepts and apply them can only serve to enhance and improve their knowledge and scores.

2. **SLO 7-e: Recognize how other influences affect individual behavior.** The department plans to increase student scores by incorporating written assignments that highlight application and critical thinking in all Sociology 201 formats (see description in action item 1). Students can also benefit from more class discussions on social factors and individual outcomes. Instructional films on certain topics, such as poverty, health care, immigration can help initiate important class discussion that can help improve student scores in this area. This is an area that sociology faculty plans to improve in the next academic year. Finally, the use of in class assignments that focuses on social factors and individual outcomes is an important tool to increase students'

understanding of these concepts and relationships by encouraging participation and engage students' active learning.

3. SLO 7-f: Recognize how other influences affect collective behavior. The department plans to increase student scores by emphasizing how trends and patterns impact social groups and how such groups respond to social influences. This will be achieved in the upcoming academic year by focusing more on collective behavior through lectures and assignments. Research on group behavior is currently discussed during lecture in most Sociology 201 courses, but a more specific focus on collective behaviors that include an extensive discussion of norms, conformity, and social movements will be implemented during lectures in the 2019-2020 academic year. In addition to more focused lectures, assignments and discussions will be used to further enhance student learning in this area.

4. SLO 9-b: Ability to think critically. The department plans to increase student scores by incorporating writing assignments emphasizing critical thinking skills, specifically applying sociological concepts to real world events. 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. These types of assignments will help students increase their ability to think critically.

Professional Writing Program

Preparer: Dr. Christine Masters submitted the Program/Department IE report and the General Education Program/Department 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.**	SLO 5: Use clear language accurately and effectively. SLO 6: Edit texts for correctness, consistency, and readability.	During the portfolio review process, members of the Professional Writing Advisory Committee score student portfolios for how well students meet each of the SLOs. Students begin to create these portfolios during English 405 and revise them as part of their applications for internships. At the end of the academic year, the program coordinator distributes an evaluation survey (see Appendix) for committee members to score internship application portfolios. The questions on the survey directly correspond to each of the Professional Writing programmatic SLOs. Portfolio scores can range from 1 to 5. The rubric is defined as follows: "5 = outstanding, 4 = above average, 3 = average, 2 = below average, 1 = poor." From the committee responses, the program coordinator calculates an average score for each SLO and also calculates the percentages of students who achieve ratings of "4" or "5" for each SLO. The program coordinator asks internship sponsors to complete a sponsor evaluation survey (see Appendix) at the end of each student's internship. This survey is considered a method of direct rather than indirect assessment because it is an evaluation of a student's workplace performance by a qualified professional. The survey form has two sets of questions: 1) tailored questions that assess how well students met each	See *Table 15a* and *Table 15b*
		Goal 3: The ability to use technology to locate, organize, document, present, and analyze information and ideas.	SLO 3: Design documents, both print and electronic, for usability and readability.		

		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: Organize information logically and strategically.	objective listed on their individualized internship agreement, and 2) general questions that apply to all internships. Scores can range from 1 to 5, with the rubric defined as "5 is the highest score." Sponsors may also enter "N/A" if the item does not apply to that internship. The program coordinator compiles the scores from the general questions, calculates average scores for each SLO, and calculates the percentages of students who achieve ratings for each category.	

Table 15a
Portfolio Reviews 2018-19

	Benchmark		Baseline		Target	
SLO	Avg. Rating	% 4s & 5s	Avg. Rating	% 4s & 5s	Avg. Rating	% 4s & 5s
2 Organization	4.1	71%	4.45	89%	4	80%
3 Design	4	75%	4.1	80%	4	80%
5 Language	3.7	58%	3.85	70%	4	80%
6 Editing	3.1	38%	3.85	68%	4	80%

Table 15b
Internship Sponsor Survey

SLO	Benchmark	Baseline	Target
2 Organization	4.6	4.75	4
3 Design	4.6	4.75	4
5 Language	4.8	4.25	4
6 Editing	4.7	4.5	4

Action Items

This section provides further reflection on the results and presents suggestions for streamlining assessment methods and improving student performance. Discussion The most surprising result this year was the contrast between the portfolio ratings and the internship sponsor ratings for SLO 5 (language use) and SLO 6 (editing). In the portfolio review, these two categories scored the lowest, as they usually do every year. Yet, the students' internship supervisors scored these two categories highest. Students may be putting more care and effort into their on-the-job internship writing than they put into preparing their portfolios. The contrasting assessment results for SLOs 5 and 6 suggest that portfolios may not always reflect students' actual

knowledge or abilities, especially if students do not take the time to carefully prepare their portfolios.

Because the portfolios used for programmatic assessment are prepared as part of student internship applications, most of the students' preparation work falls outside of the scope of a class. While English 405 usually has a portfolio assignment, students do not always take this class immediately before their internship. They typically update their portfolios, sometimes semesters after initially creating them in English 405. Asking students to produce internship application portfolios on their own, outside of the context of a course, can have drawbacks; students may not take enough initiative to produce high quality portfolios if they are not being graded. The program coordinator also struggles to find time to work with students one-on-one to help them revise and edit their portfolios.

Rather than basing the direct assessment of student work on internship application portfolios, the Professional Writing program may consider other options. Any assignment from a required, 400-level course could be used for assessment. Pulling artifacts from a course instead of from internship application portfolios may also allow the program to measure learning outcomes across a slightly larger group of students—some courses include minors and collaterals who may not ever apply for an internship. If the program continues to use portfolios as the main artifact for direct assessment of student work, the program coordinator could ask the English 405 instructor (sometimes, they are the same person) to submit all finished portfolios from the students in that class instead of using the internship application portfolios for program assessment. As an alternative, a different assignment also could be chosen for assessment.

Another point to consider is that the accuracy and effectiveness of the portfolio review process could be improved by using a more detailed scoring rubric. Reviewers evaluate each SLO on a scale of 1 to 5 based on the descriptions of "5 = outstanding, 4 = above average, 3 = average, 2 = below average, 1 = poor." However, more criteria may be needed to ensure that all reviewers are on the same page. This year, one student (coded 18-b in the portfolio review data in the Appendix) was given a 5 for SLO 1 (content) by five different reviewers. Yet, that same student was given a 2 for SLO 1 by the sixth reviewer, representing a three-point difference. Including more criteria in the scoring rubric may eliminate these types of discrepancies. For example, the rubric could indicate the number of errors acceptable for each score option or describe the specific qualities that should correspond with each score option.

In addition to continuing the direct assessment of student work, the program also should continue to incorporate internship sponsor surveys into the IE Report. However, it should be noted that some of the survey questions address areas that do not easily fit into any of the SLO categories, for example:

• Cultivated professional habits such as taking initiative, anticipating and solving problems, and following through on communications and other activities • Improved comprehension of software programs commonly used in developing print and online documents • Tracked work progress by clarifying tasks completed, tasks remaining, problems, and potential solutions. • Followed standard business practices and functioning as a contributing member of a team.

The SLOs could be modified so that they address these types of learning outcomes that are not always evident in student assignment artifacts. The revision also would result in the SLOs aligning more closely to some of the professional skills mentioned in the PLOs.

The Professional Writing program will address the SLOs that did not meet the benchmark this year (SLOs 5 and 6) through the following action item:

1. Develop new strategies for improving students' language, editing, and proofreading skills. Specifically, the instructors who teach English 307, Foundations of Professional Writing, will improve its curriculum.

In addition, the Professional Writing Advisory Committee will:

2. Revise the SLOs to address the kinds of professional habits, teamwork, and building employer connections that are mentioned in the internship sponsor survey IE Report – Professional Writing | 2018-2019

3. Create a new exit survey for Professional Writing majors that corresponds directly to the program's SLOs and establishes a baseline for the indirect assessment method 4. Create a more detailed rubric or a better norming process to assess student assignments.

These action items will result in streamlined assessment practices as well as improvements to the benchmark results for next year

Chemistry Department

Preparer: Dr. Pete Peterson submitted the Program/Department IE report and the General Education Program/Department report.

Table 16: Student Learning Outcomes and General Education Goals (6 & 9)

Course Number	Department/ Program	General Education Goals	Student Learning Outcomes	Assessment Method	Assessment Results
CHEM 101	**Chemistry Department**	**Goal 6: The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.** **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: 80% of students tested who are enrolled in General Chemistry 101 will demonstrate an adequate level or above in at least one of the Gen Ed STEM assessment goals.	The assessment procedure involved a quiz (Appendix 6 on the IE Chemistry Department 2018-19 report) based on a description of a laboratory experiment. The quiz began with a brief description of the experimental procedure, followed by five multiple choice questions designed to assess Goal 6 and 9 on the Gen Ed Matrix of Assessment sheet (Appendix 6).	Overall, 30.8% of the 51 students taking the exam scored at the target of 60.0% or above.

Action Item

To address matters associated with improving all SLO's that were identified in the evaluation of data from the 2018-2019 academic year, the Chemistry Department will continue to review and modify its current action plan from previous years and its IE Feedback Report (Appendix 7 on the IE Chemistry Department 2018-19 report), and these will be incorporated for the 2019-2020 academic year.

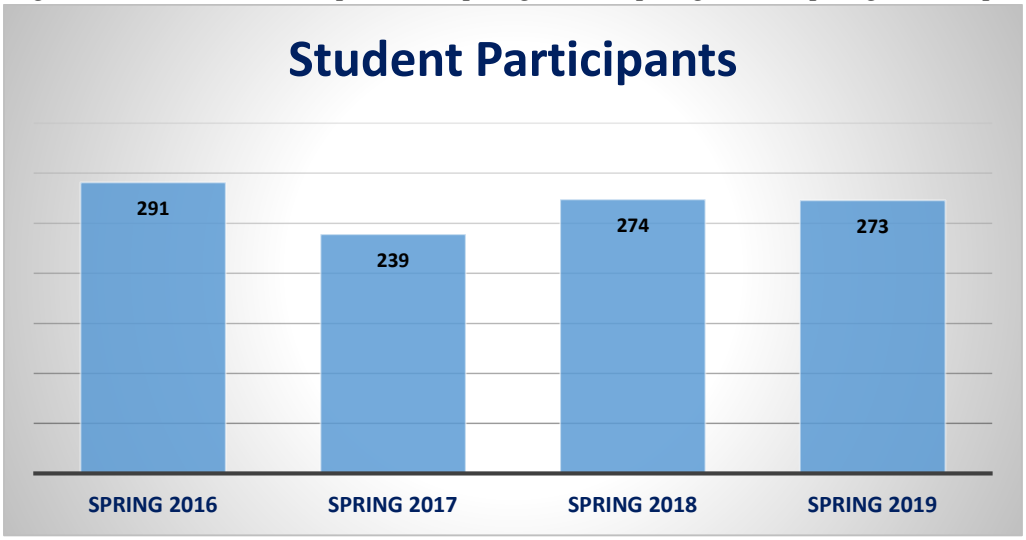
All department efforts dedicated toward improving PLO's, SLO's, and our Gen Ed Assessment, will be discussed and decided upon at our Department's regular meetings.

Francis Marion University Exit Survey

Survey Participants

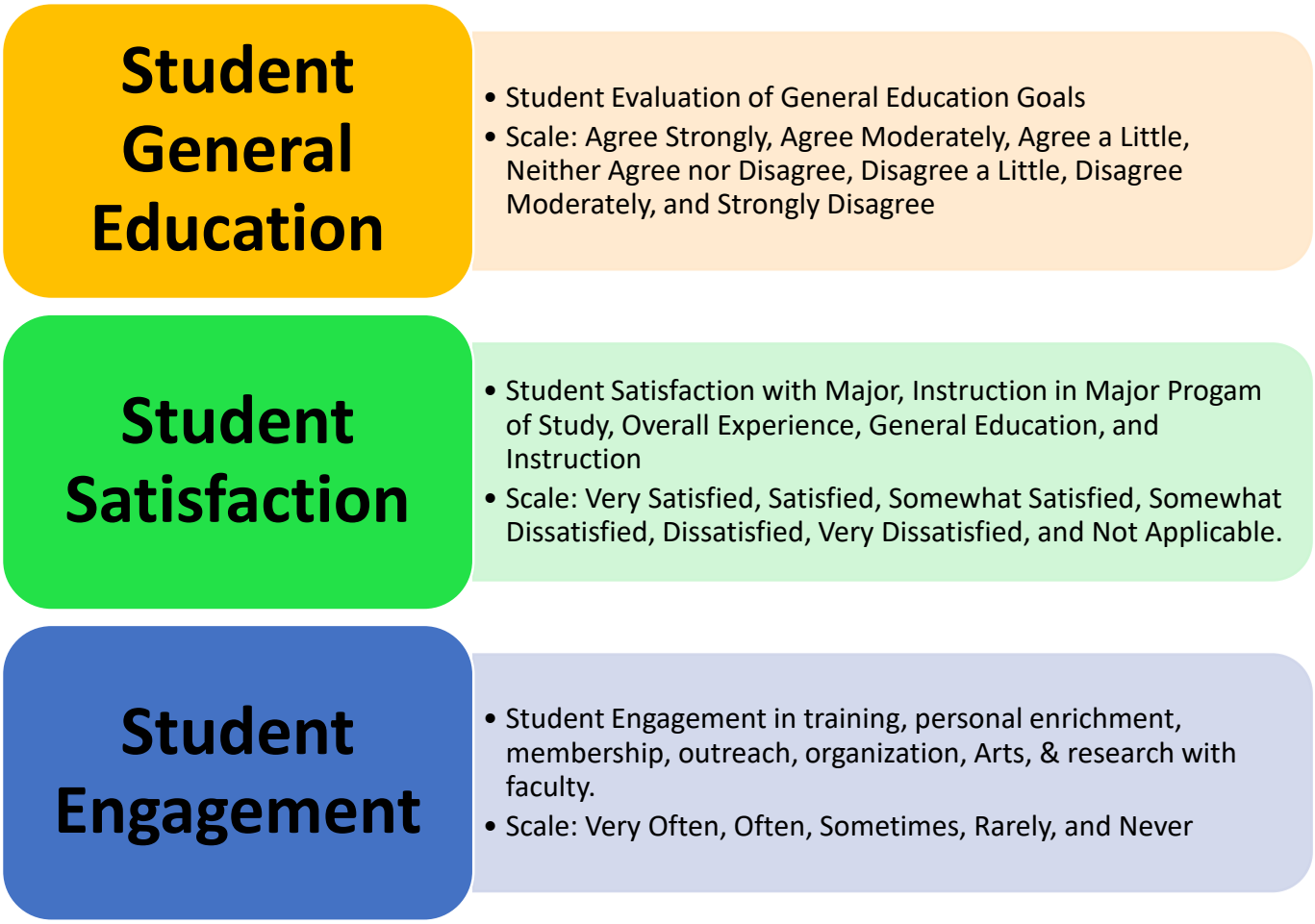
This section focuses on the collection and analysis of Francis Marion University's Exit Survey particularly for spring 2019. The surveys are given to graduating seniors prior to their commencement exercise. *Figure 2* shows the number of student participating in spring commencement exercises for the past four consecutive years: 291, 239, 274, and 273 students respectively. This spring 2019's Exit Survey was distributed prior to graduation as a paper-based survey. 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



The survey has seven sections: Demographic Information; Section 1. Reason for Attending FMU; Section II. Financial Obligations; Section III. FMU Support Services; Section IV. Future Formal Education; Section V. FMU Educational Experiences; and Section VI. Employment and Experience. Section V of the survey addresses the General Education Goals, therefore only results of section V and only undergraduate students' responses are discussed in this report. *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 again listed below.

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

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

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

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

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

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

Goal 7. The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.

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

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

Table 17 provides the Likert scale used for students to evaluate specific aspects of their educational experiences at FMU – that is the university's nine goals. *Figure 4-12* provide relative frequency histograms for each of the goals followed by *Figure 13*, which was used to compare all goals for spring 2019. *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. Results for the past three consecutive years are omitted in *Figure 14* and tracking of results will follow after the 2020-21 academic year.

That is due to the changes in the Likert scale for the satisfaction levels for major, instruction, overall experience, overall academic experience, and general education, only. Relative Frequency *Table 18* 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, and 2019).

Table 17: Educational Experiences Part 1: General Education Goals

Exit Surveys Spring (2016, 2017, 2018, 2019)

Please evaluate these specific aspects of your educational experiences at FMU

Educational Experiences	Year	N*	Agree Strongly	Agree Moderately	Agree a little	Neither Agree nor Disagree	Disagree a little	Disagree Moderately	Strongly Disagree
Goal 1: My general education courses helped me develop the ability to write and speak English clearly, logically, creatively, and effectively.	2016	249	53.8	34.1	6.4	3.6	0.0	0.0	2.0
	2017	228	56.1	27.2	10.1	5.7	.4	0.0	.4
	2018	261	44.1	33.3	14.2	5.0	1.5	1.1	.8
	2019	244	49.2	32.8	11.9	4.5	.8	1.0	.8
Goal 2: My general education courses helped me learn to read and listen with understanding and comprehension.	2016	248	52.0	34.7	7.7	3.6	0.0	0.0	2.0
	2017	228	49.1	32.9	11.0	5.7	.4	.4	.4
	2018	260	41.2	36.5	11.5	7.3	.8	1.5	1.2
	2019	247	47.0	32.4	12.1	6.5	1.2	0.0	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	0.0	2.0
	2017	228	49.6	25.0	16.2	6.6	1.8	0.0	.9
	2018	259	40.9	32.4	14.7	8.1	2.3	1.2	.4
	2019	246	52.0	24.0	13.8	7.3	1.6	0.4	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	2.0
	2017	226	41.2	24.8	15.0	13.3	2.7	.9	2.2
	2018	255	35.3	31.8	15.7	10.6	4.3	1.2	1.2
	2019	245	44.5	23.3	18.0	11.0	1.6	0.8	0.8

Goal 5: My general education courses increased my ability to use fundamental mathematical skills and principles in various applications.	2016	247	43.7	33.6	13.8	6.5	0.8	0.0	1.6
	2017	228	43.4	28.9	16.2	8.3	.9	0.0	2.2
	2018	257	39.7	31.9	13.6	9.3	2.7	1.6	1.2
	2019	247	47.8	26.3	14.2	6.9	2.8	0.8	1.2
Goal 6:My general education courses helped me to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.	2016	245	48.2	29.4	11.8	6.9	2.0	0.0	1.6
	2017	226	42.9	29.6	16.4	7.1	2.2	.4	1.3
	2018	259	39.8	30.5	16.6	10.4	.8	.8	1.2
	2019	244	50.4	26.6	12.3	7.4	2.0	0.0	1.2
Goal 7:My general education courses increased my ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.	2016	249	45.4	32.1	14.5	4.4	1.2	0.0	2.4
	2017	228	42.1	32.9	11.8	11.4	.4	0.0	1.3
	2018	260	41.5	28.5	13.8	10.8	1.9	1.9	1.5
	2019	246	48.0	30.1	10.2	8.5	2.4	0.0	0.8
Goal 8: My general education courses increased my ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.	2016	247	47.0	30.8	11.7	7.7	0.4	0.0	2.4
	2017	228	41.2	29.4	18.0	8.8	1.3	.4	.9
	2018	260	36.5	33.5	16.5	9.6	1.5	1.2	1.2
	2019	247	44.5	27.5	17.4	6.9	1.6	0.4	1.6
Goal 9: My general education courses increased my ability to reason logically and think critically to in order to develop problem-solving skills to make informed and responsible choices.	2016	246	52.8	31.7	8.9	4.5	0.0	0.4	1.6
	2017	228	56.6	25.9	9.6	7.5	0.0	0.0	.4
	2018	260	45.0	33.1	10.8	10.0	.4	.4	.4
	2019	244	57.8	25.8	8.2	6.6	0.8	0.0	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.**

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

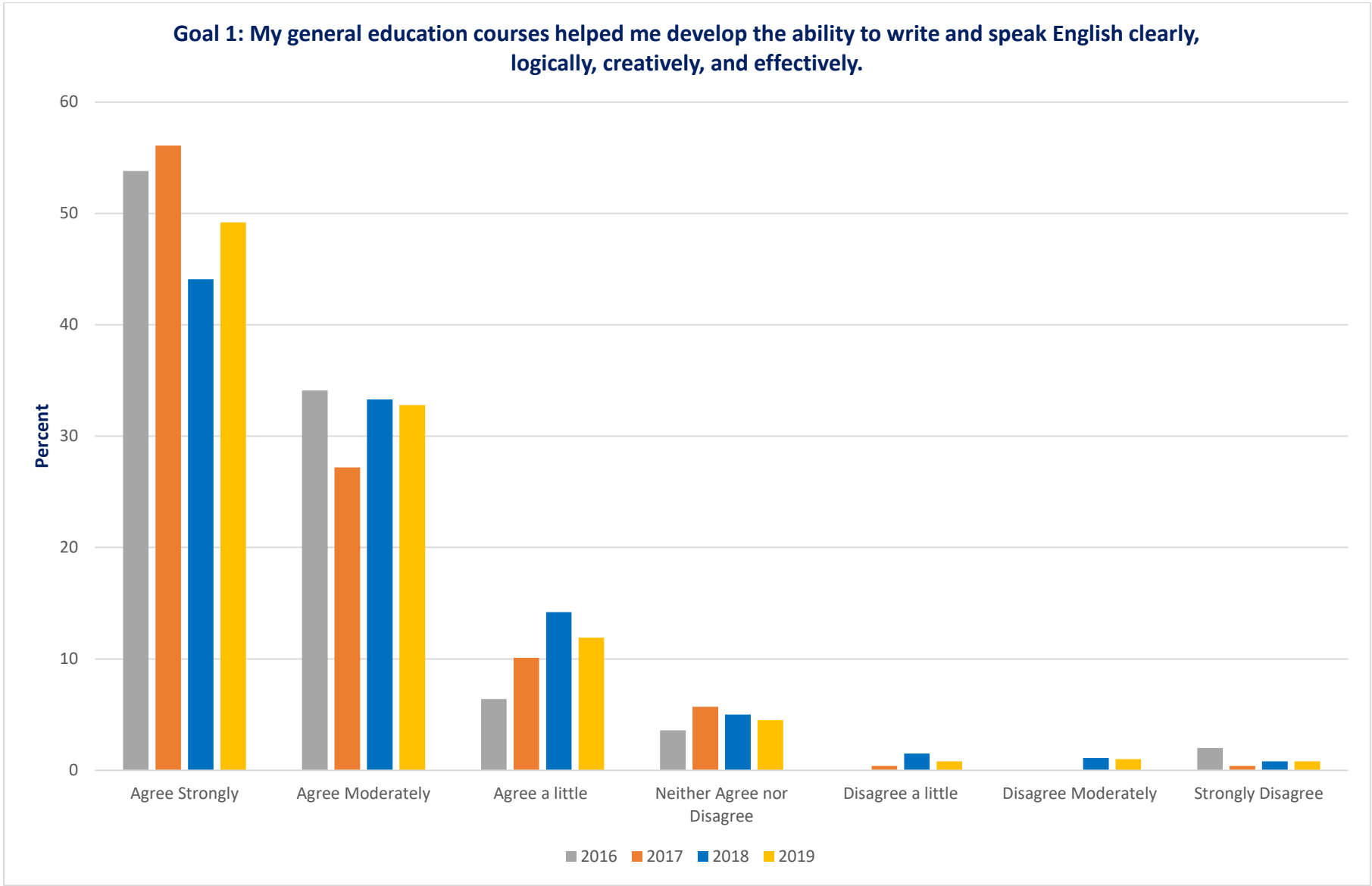


Figure 5: Educational Experiences Part I: General Education Program – Goal 2

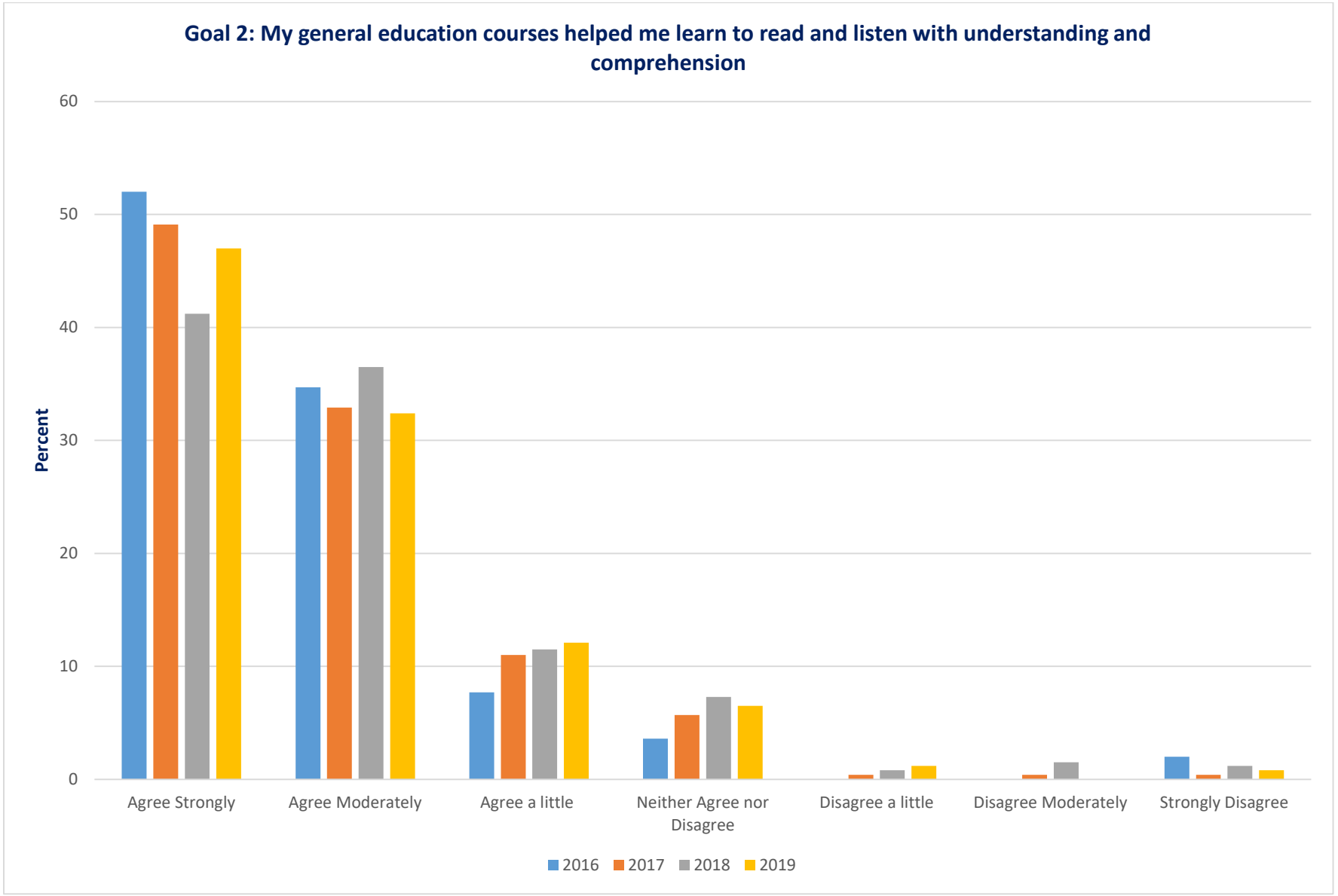


Figure 6: Educational Experiences Part I: General Education Program – Goal 3

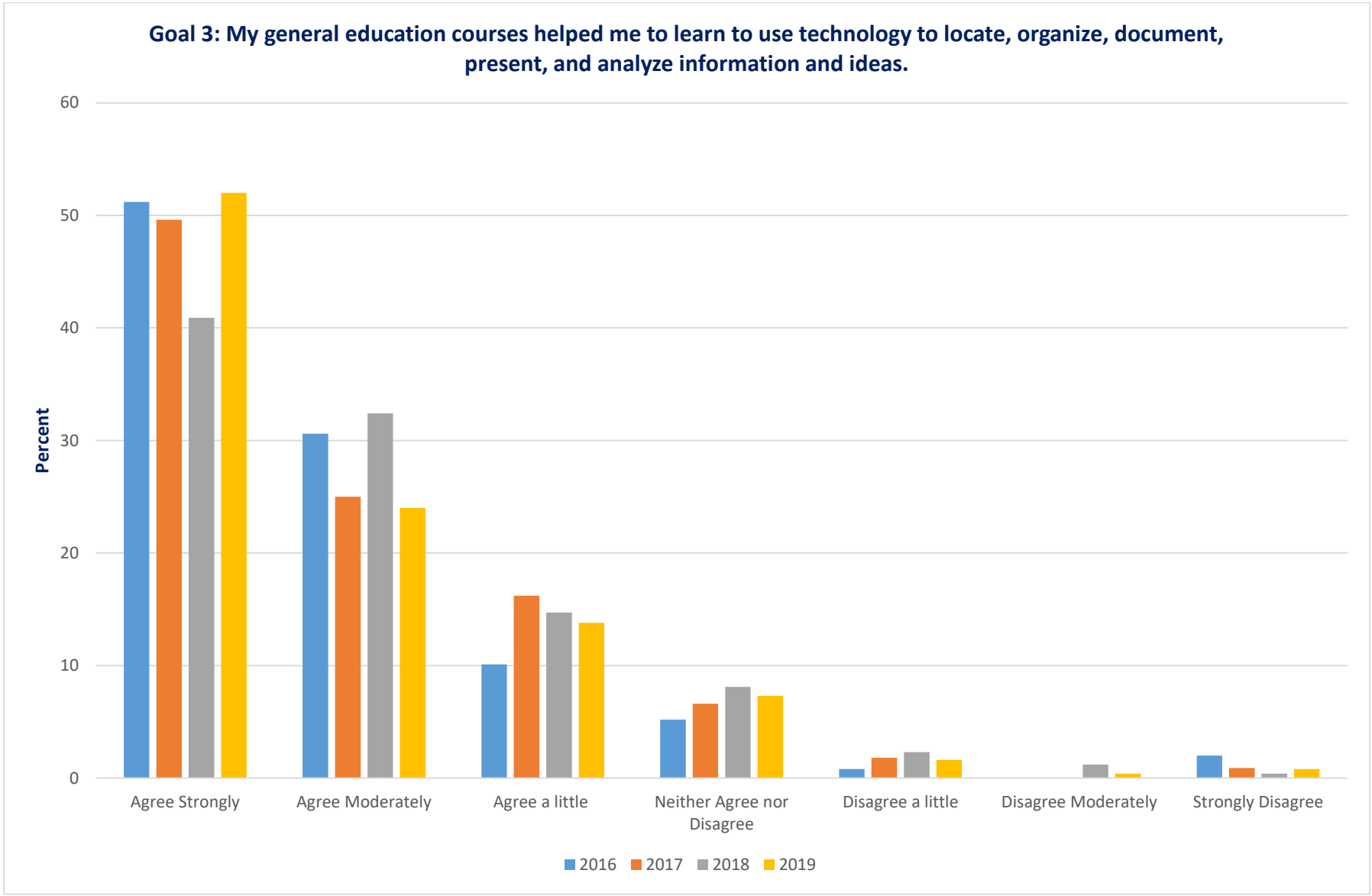


Figure 7: Educational Experiences Part I: General Education Program – Goal 4

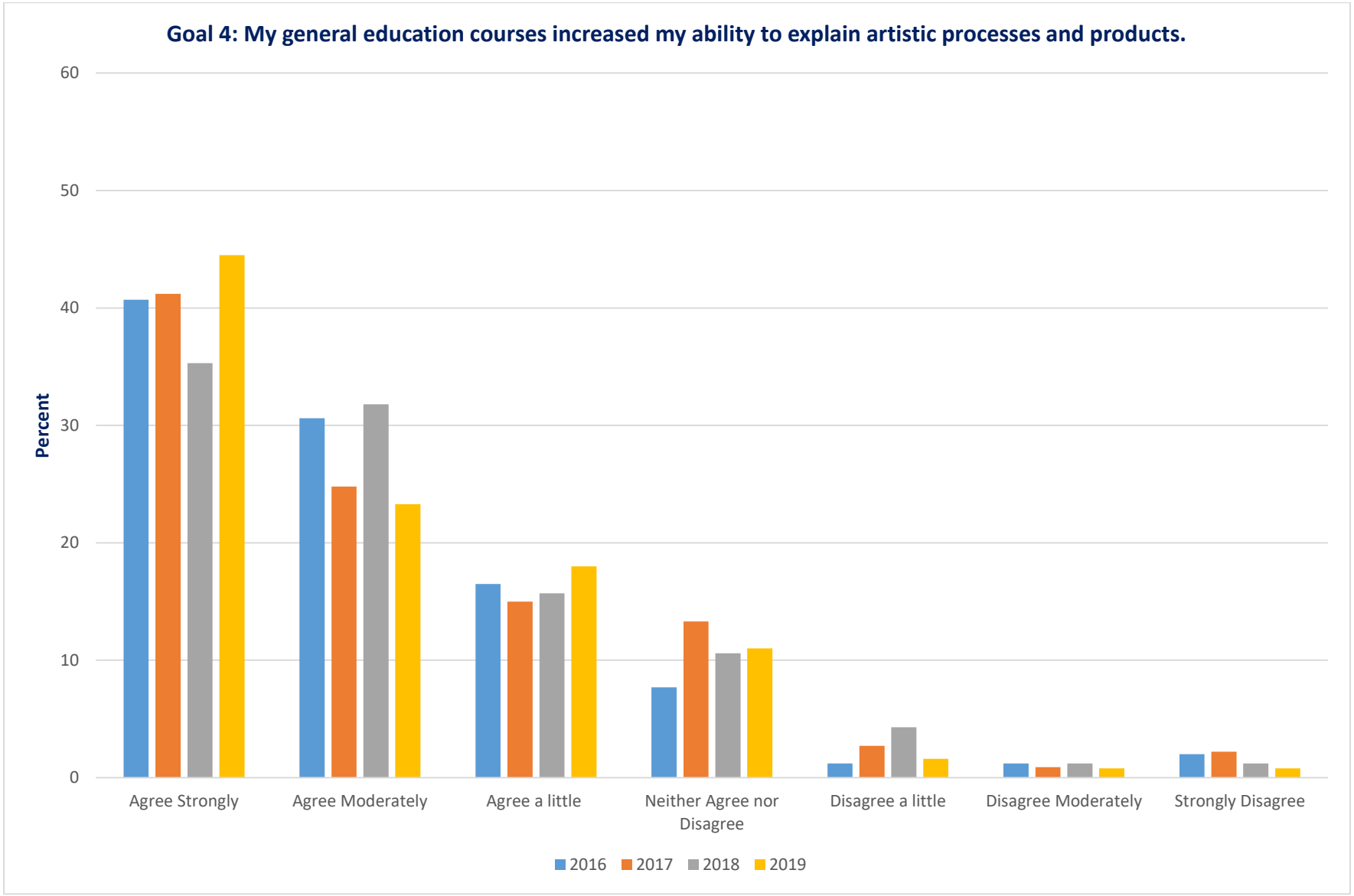


Figure 8: Educational Experiences Part I: General Education Program – Goal 5

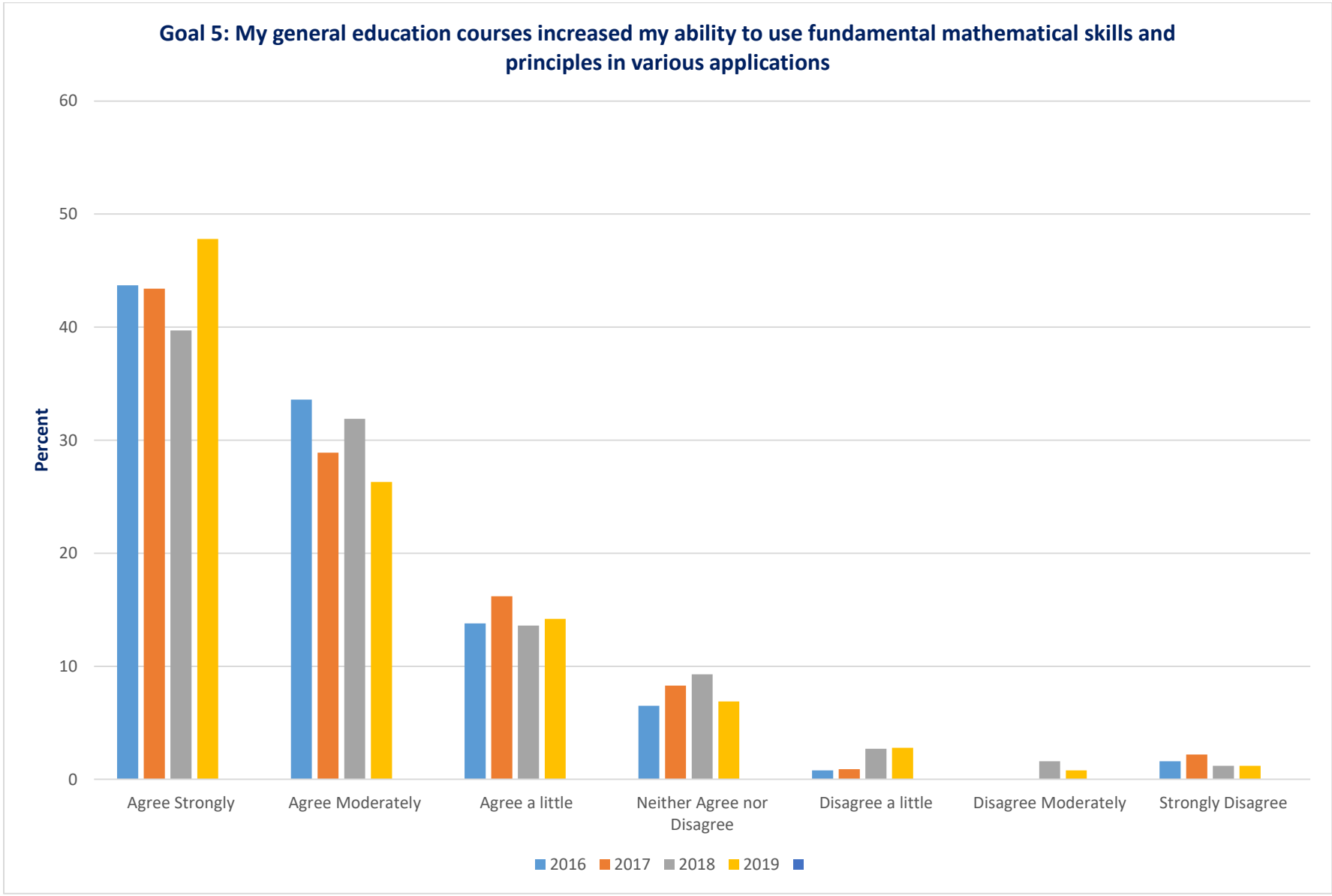


Figure 9: Educational Experiences Part I: General Education Program – Goal 6

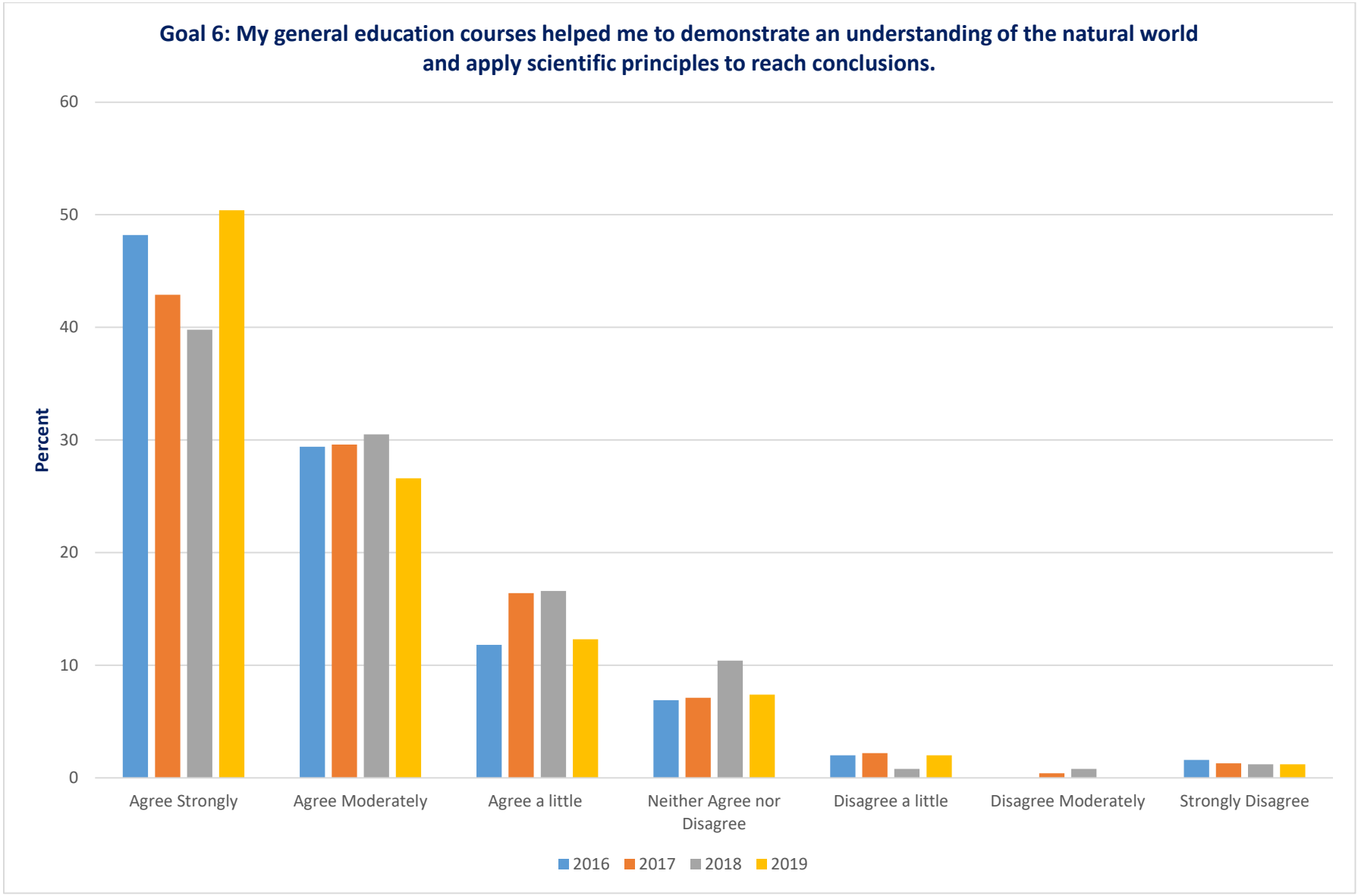


Figure 10: Educational Experiences Part I: General Education Program – Goal 7

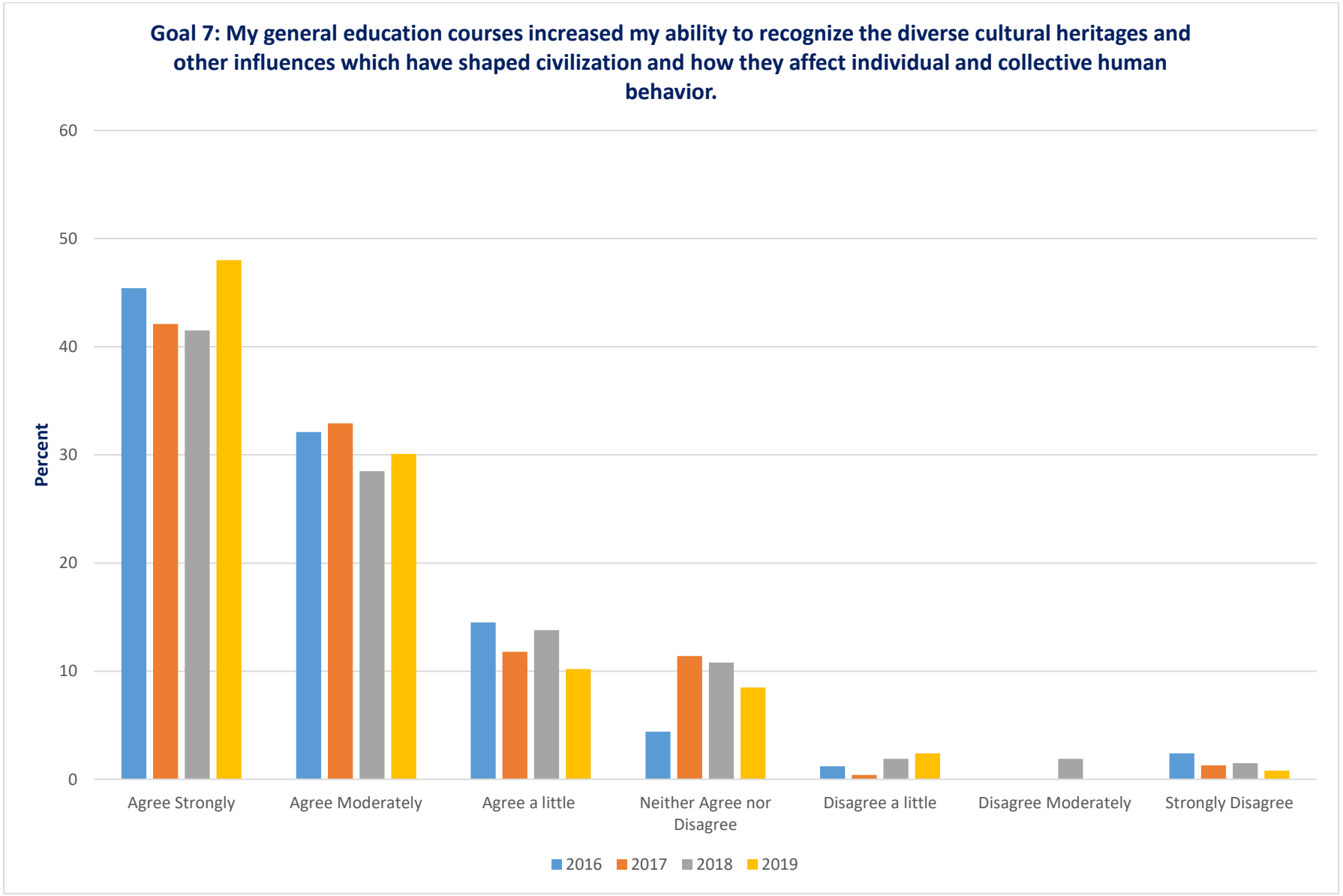


Figure 11: Educational Experiences Part I: General Education Program – Goal 8

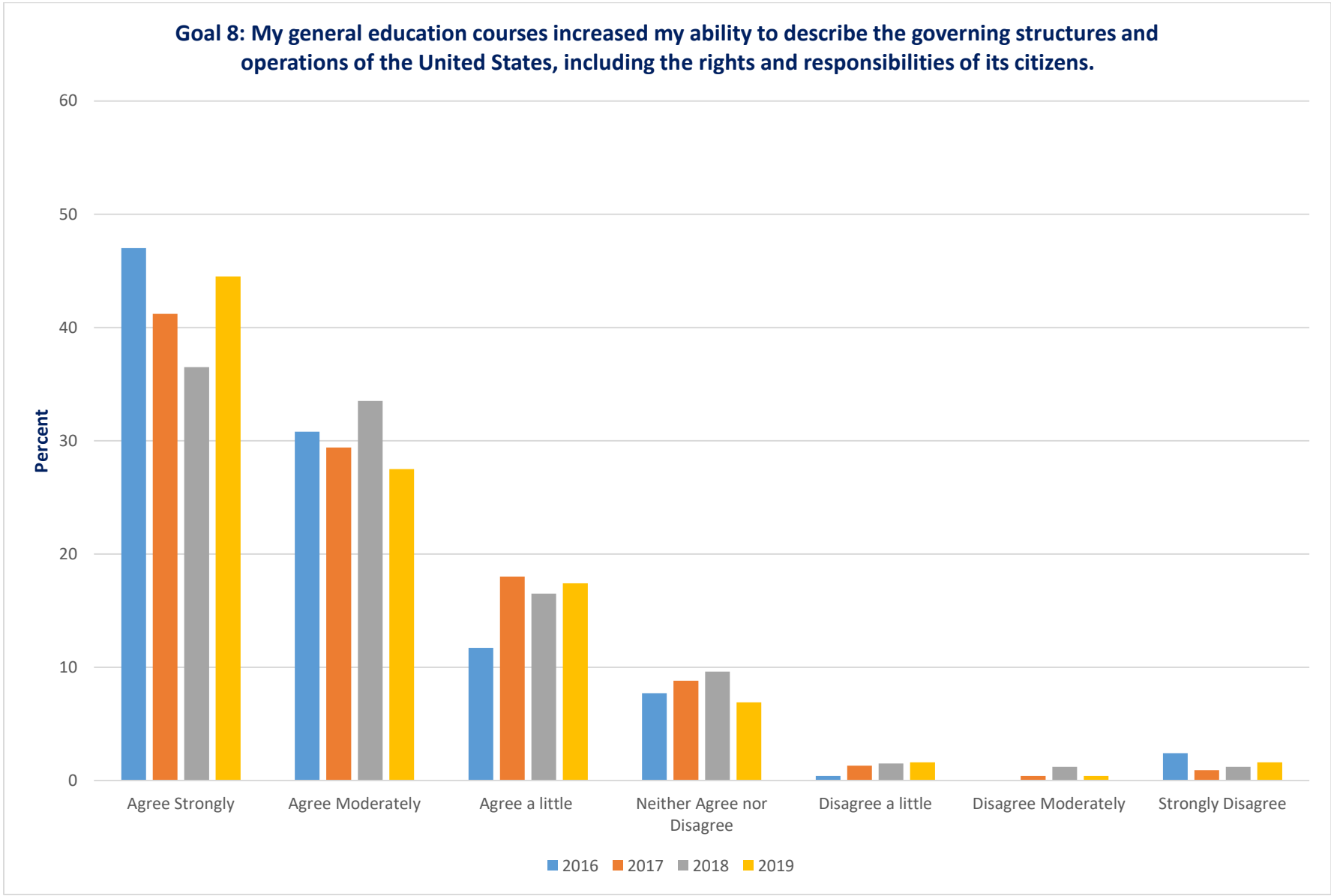


Figure 12: Educational Experiences Part I: General Education Program – Goal 9

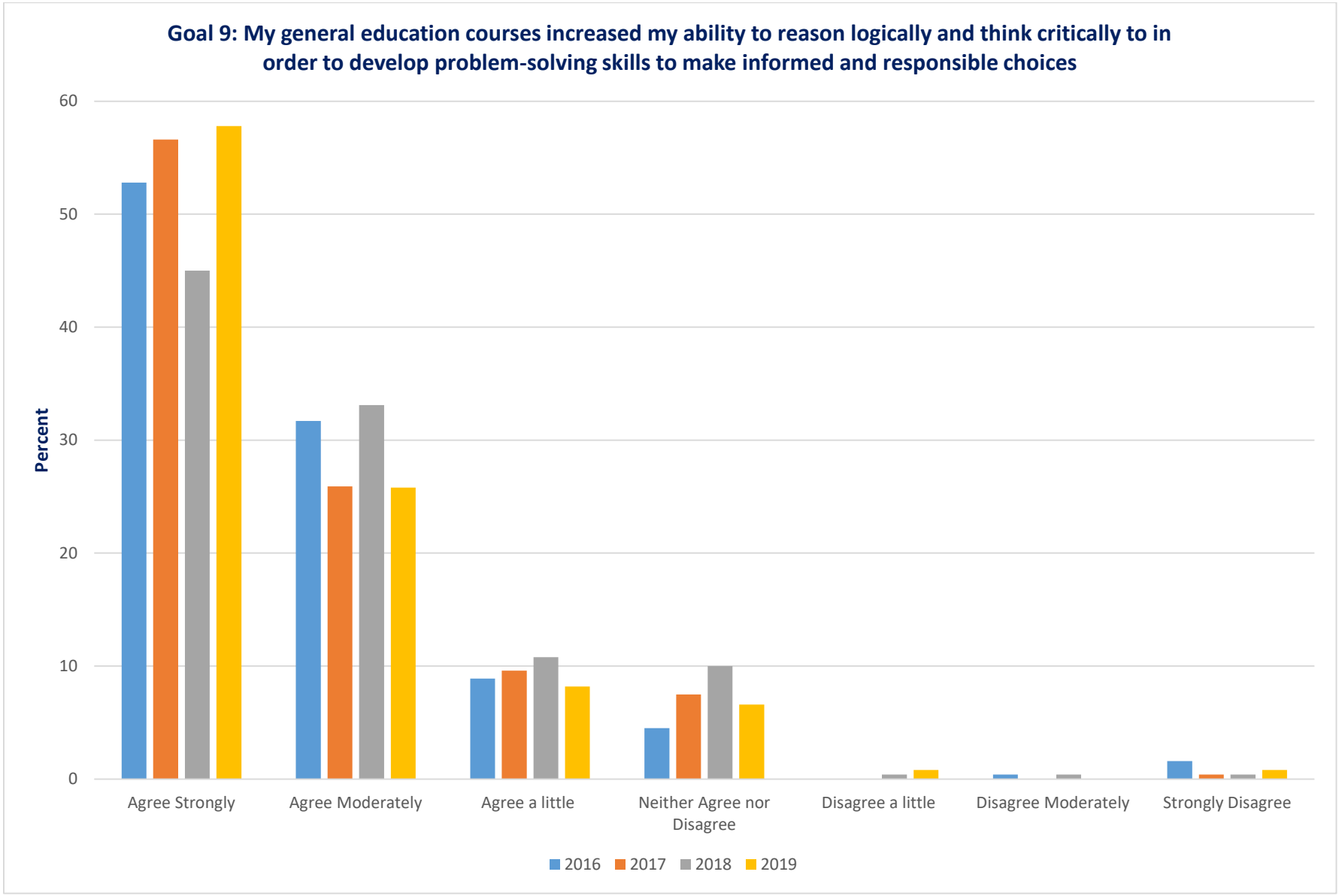


Figure 13: Evaluate specific aspects of your educational experience at FMU

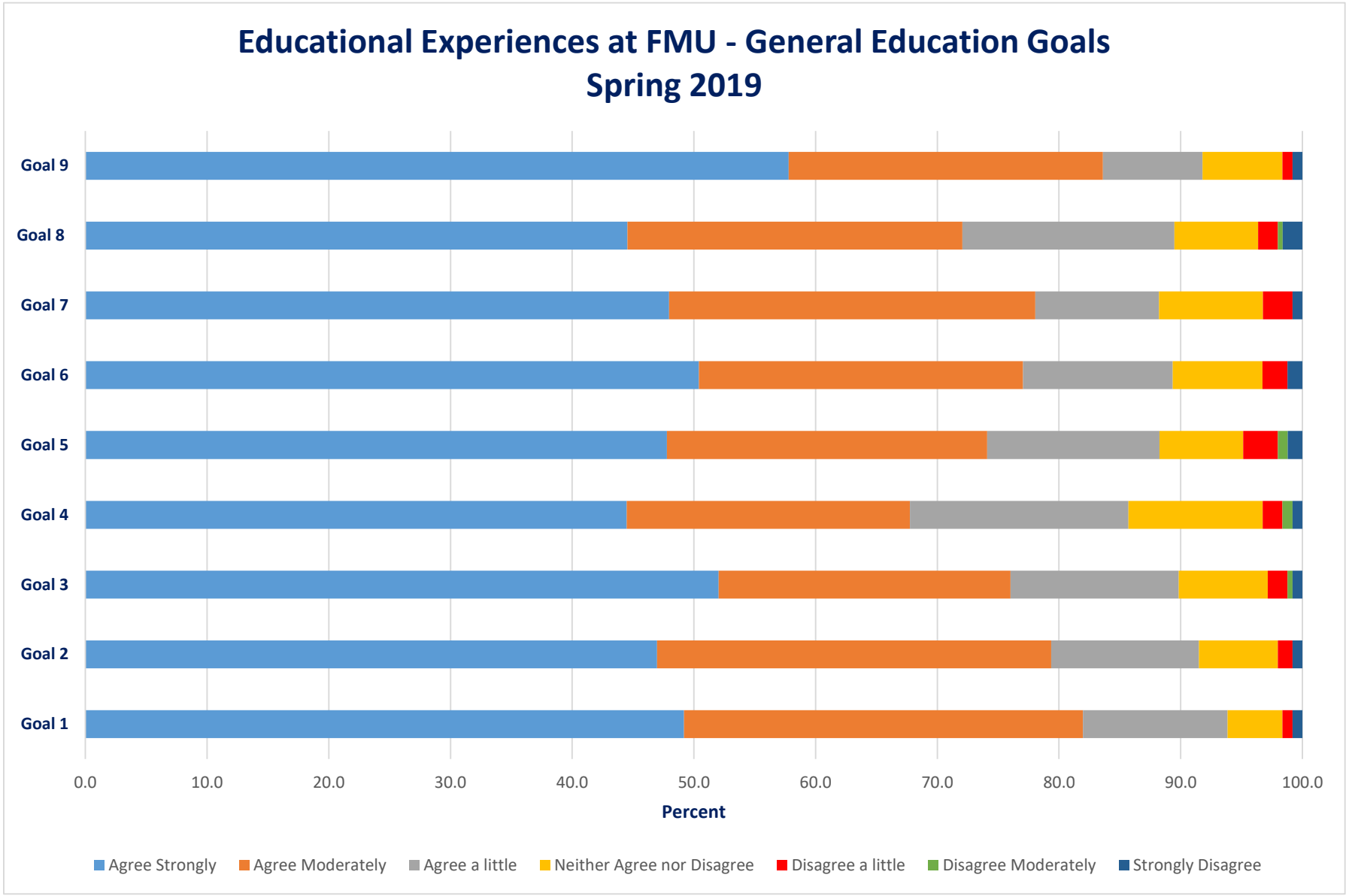


Figure 14: Educational Experiences Part II: Major, Overall Experience, General Education, and Instruction

How satisfied are you with:

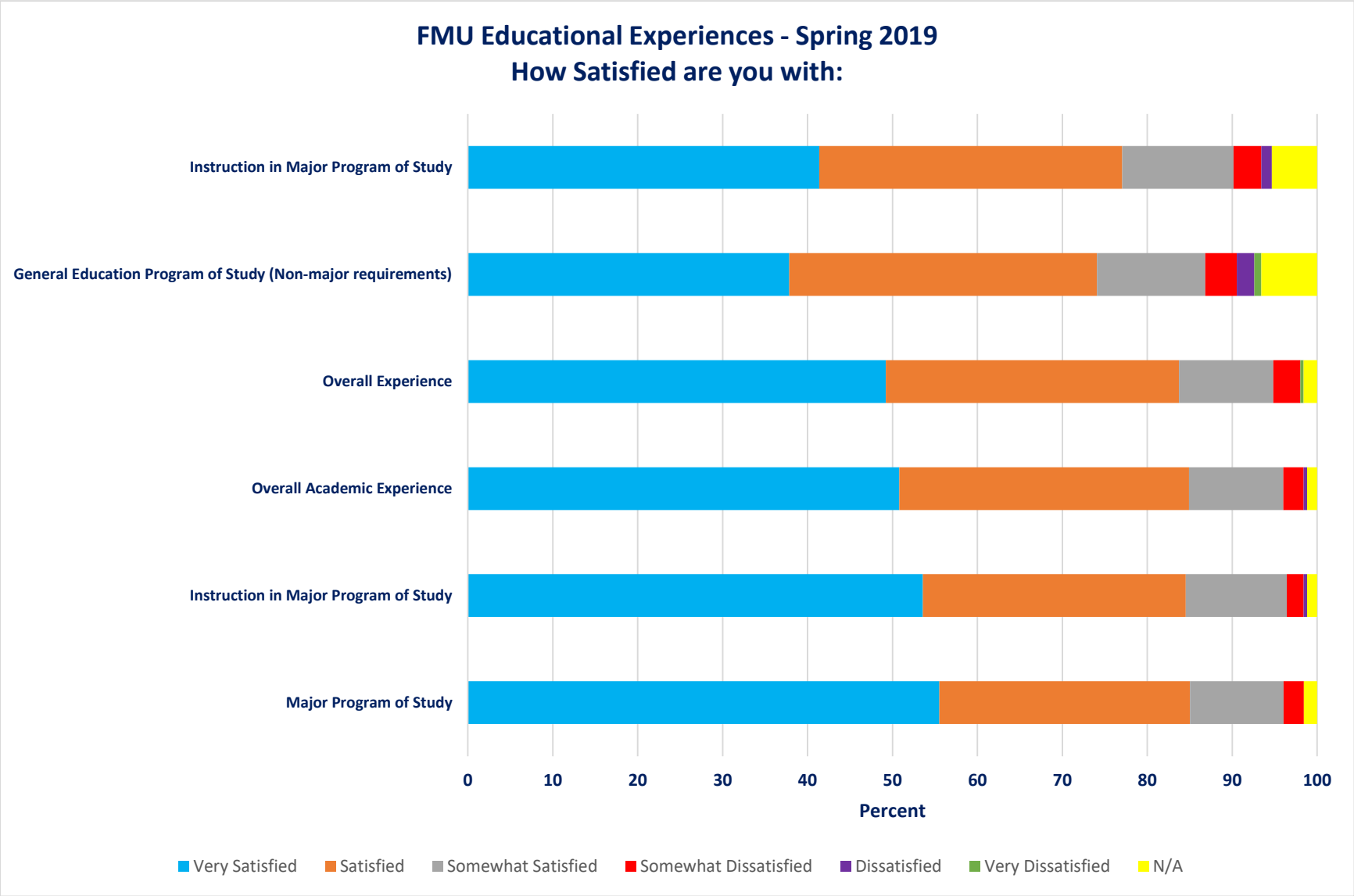


Table 18: Student Engagement - Training, Personal Enrichment, Membership, Outreach, Organization, Arts, and Research with Faculty

How often did you engage in the following activities?

Activities	Year	N*	Engaged in Activity	Very Often (%)	Often (%)	Sometimes (%)	Rarely (%)	Never
Career-related advanced education or training	2016	251	80.1	15.9	15.9	32.7	15.5	19.9
	2017	226	82.7	19.9	20.4	28.8	13.7	17.3
	2018	260	83.1	17.7	20.0	30.4	15.0	16.9
	2019	249	84.3	26.5	23.3	24.5	10	15.7
"Lifelong learning"/personal enrichment studies outside career area(s)	2016	250	70.4	15.6	16.8	21.2	16.8	29.6
	2017	225	75.1	15.6	17.8	28.0	13.8	24.9
	2018	254	79.9	14.6	20.9	28.3	16.1	20.1
	2019	248	80.2	23.8	18.1	23.4	14.9	19.8
Student membership in professional/disciplinary organizations	2016	250	72.0	15.2	16.4	24.0	16.4	28.0
	2017	225	74.2	21.3	17.3	20.9	14.7	25.8
	2018	251	75.7	17.5	20.3	23.1	14.7	24.3
	2019	247	72.5	23.9	17.4	20.2	10.9	27.5
Volunteer, public or community service	2016	249	81.1	16.5	22.9	24.5	17.3	18.9
	2017	223	83.0	17.0	22.0	28.3	15.7	17.0
	2018	255	82.7	17.3	22.4	29.4	13.7	17.3
	2019	249	85.1	26.5	18.1	30.5	10	14.9
Social/recreational organizations	2016	249	75.5	18.5	18.5	21.7	16.9	24.5
	2017	224	78.1	21.0	17.9	29.0	10.3	21.9
	2018	255	82.4	20.0	19.2	30.6	12.5	17.6
	2019	249	78.7	23.7	18.5	25.3	11.2	21.3
Support or participation in the arts	2016	251	70.1	12.0	13.9	21.1	23.1	29.9
	2017	222	74.8	12.6	16.7	27.5	18.0	25.2
	2018	254	75.2	13.0	13.8	25.6	22.8	24.8
	2019	248	71.4	16.5	15.3	25.0	14.5	28.6
Participation in research with faculty	2016	251	57.4	11.6	12.7	16.7	16.3	42.6
	2017	226	61.5	12.8	14.2	15.0	19.5	38.5
	2018	256	62.9	13.3	13.7	19.9	16.0	37.1
	2019	250	56.1	16.7	11.8	14.2	13.4	43.9
Attendance at FMU Home Games #	2016							
	2017							
	2018							
	2019	250	68.4	18.8	13.6	17.2	18.8	31.6

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

 # Data collection started Spring 2019

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

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

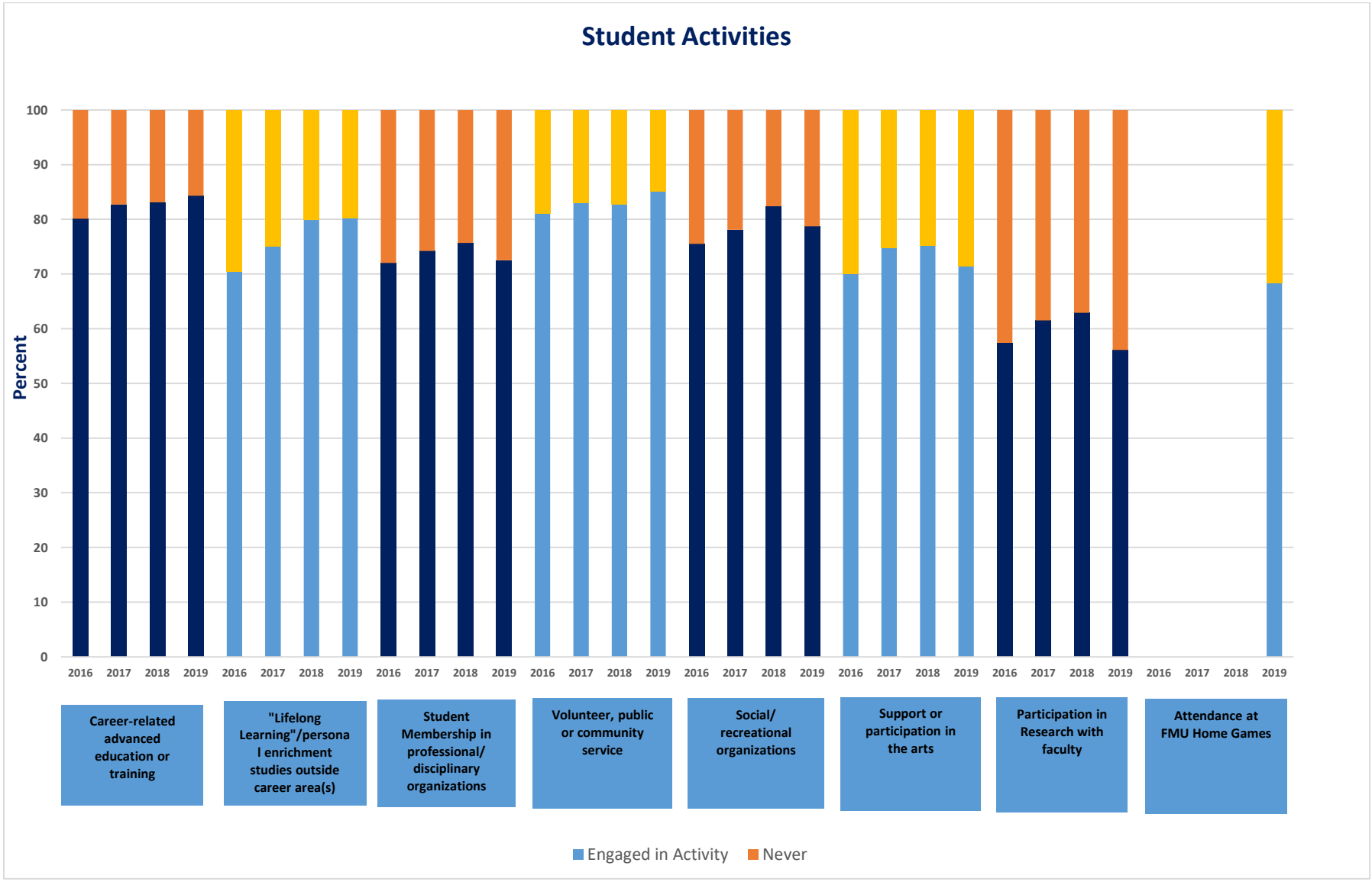
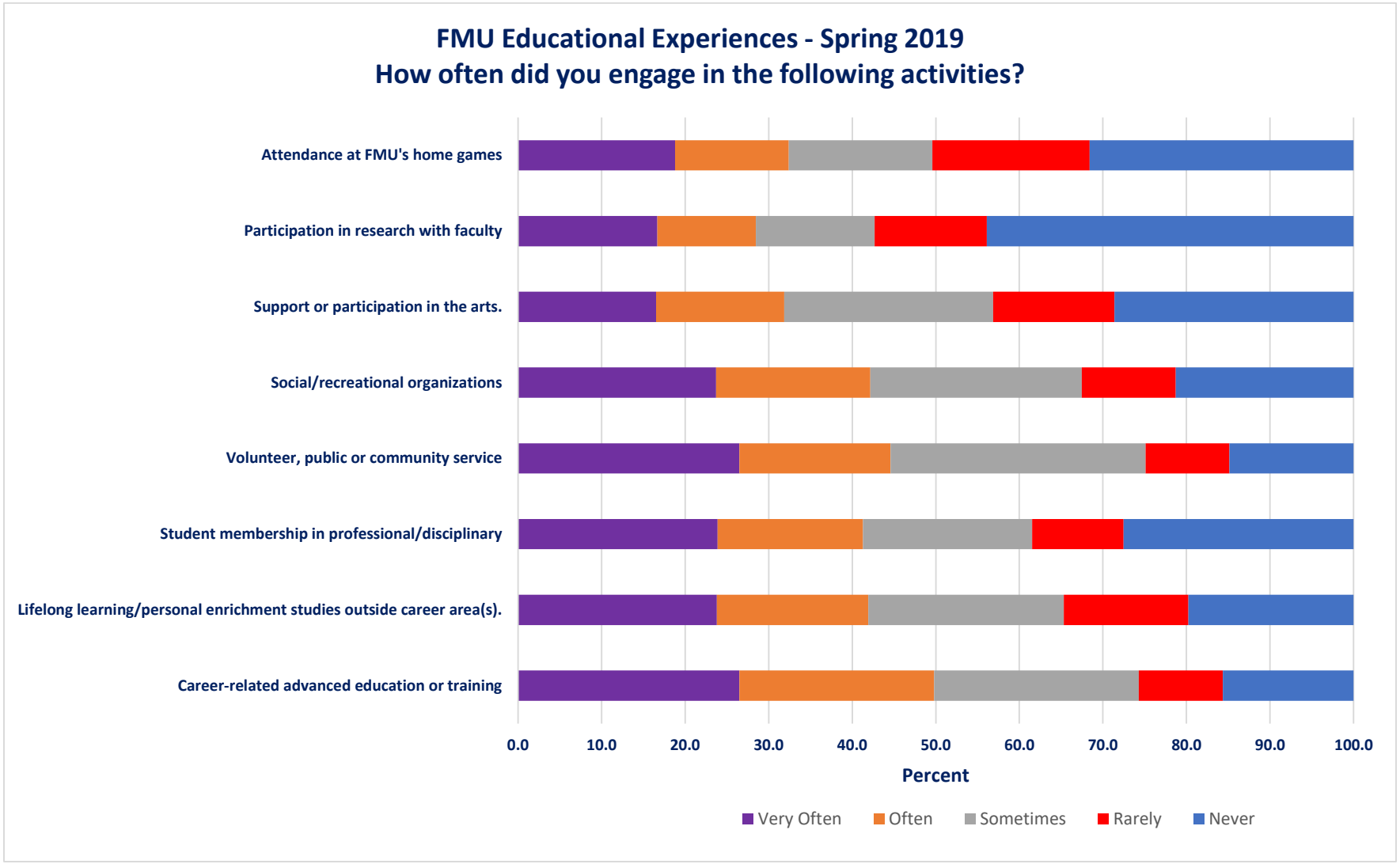


Figure 16: Activities Engaged at FMU



Recommendations

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

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

Appendix 1

Francis Marion University (Exit Survey – Spring 2019)

Office of Institutional Effectiveness/Research/Planning

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!!!