

Appendix: A.1

SOU 2019 Mid Cycle Report for NWCCU

Program Outcomes and Related Theme Mapping by Program Type

## Results of 2018-19 Assessment Report Item Outcome Mapping

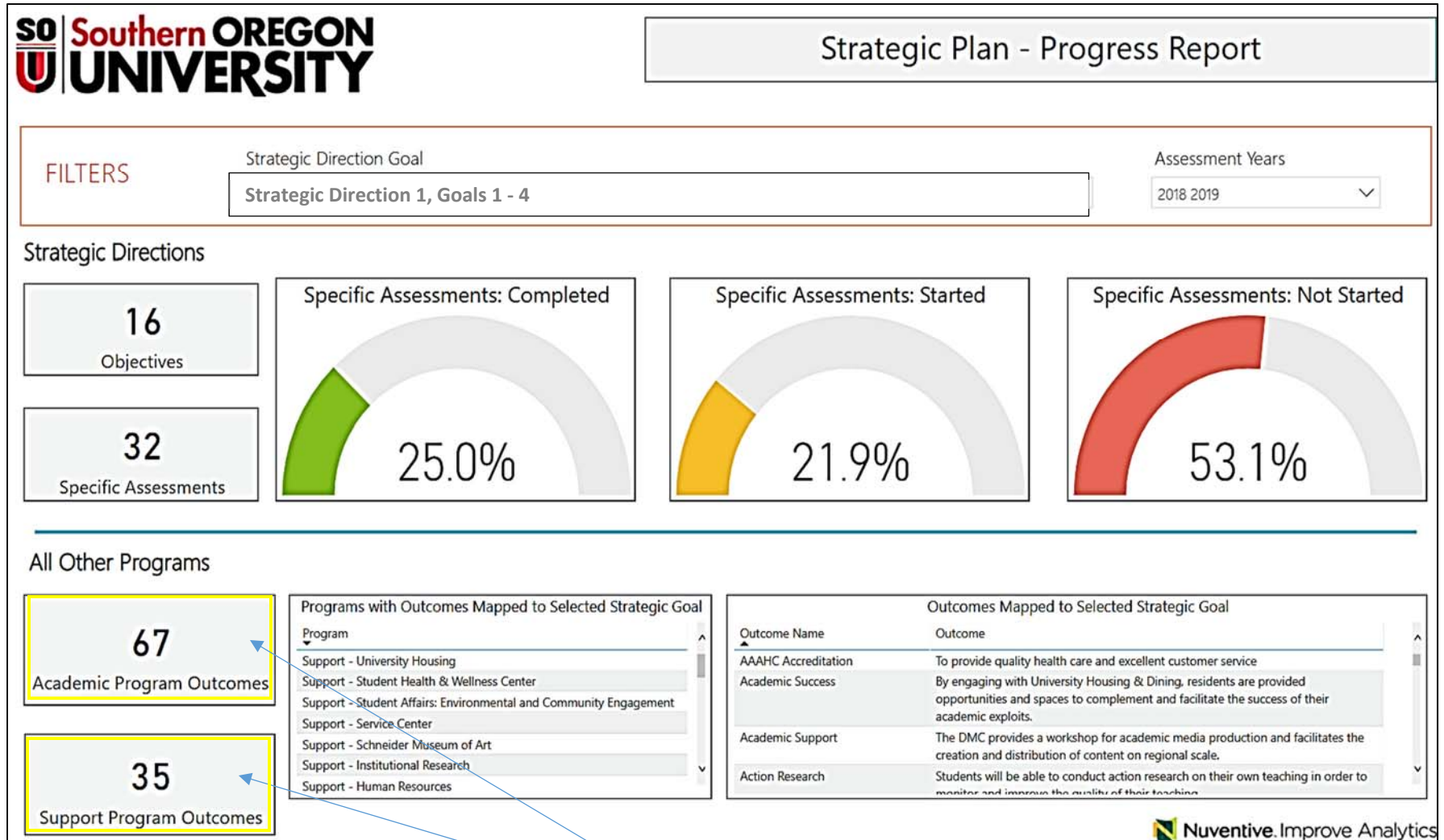
Academic Core Themes	Outcomes Mapped by UG Programs	UG Programs Represented	Outcomes Mapped by GR Programs	GR Programs Represented	Outcomes Mapped by Support Programs	Support Programs Represented
CT 1.1	88	25	47	10	37	17
CT 1.2	97	27	49	10	58	21
CT 1.3	60	21	21	7	41	16
CT 1.4	72	21	35	8	42	18
CT II.1	24	8	1	1	66	22
CT II.2	25	8	4	2	121	34
CT II.3	28	10	3	2	71	25
CT II.4	31	9	2	1	108	35
CT III.1	49	16	16	6	58	23
CT III.2	27	11	0	0	45	17
CT III.3	32	9	3	2	39	14
CT III.4	47	15	14	5	47	21
CT III.5	42	15	12	5	73	26

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Improve Analytics SD1 Progress Rpt

## Sample Report on Progress of the Strategic Plan: Program Outcome Mapping



Appendix: MCE.2

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Original Core Themes and Indicators

**Core Theme I: Use innovative curriculum, practices and technologies to achieve student learning and success. (“making the student better”)**

Objective	Indicator
<p><b>I.1 Critical Thinking:</b> the comprehensive exploration of issues, ideas, artifacts and events be: fore accepting or formulating an opinion (from AAC&amp;U value rubric)</p>	<p>I.1.1 Percentage of graduate and undergraduate students achieving proficiency as defined by institutional rubrics that assess writing, critical thinking, quantitative reasoning and information literacy</p>
	<p>I.1.2 Demonstrated growth in ability to apply critical thinking as assessed by comparative “matched pairs” sampling of first-year and senior writing</p>
<p><b>I.2 Professional Preparation:</b> the development of written, oral and visual communication skills that reflect disciplinary knowledge, professional behaviors, and abilities needed to enhance career opportunities.</p>	<p>I.2.1 Achieve benchmark goal development of written ability across a variety of rhetorical contexts, as assessed by NSSE Benchmark: Level of Academic Challenge and assessment of oral communication using institutional rubric</p>
	<p>I.2.2 Percentage of students reporting gains in career preparation as assessed by NSSE Benchmark: First year to Senior-level transition</p>
	<p>I.2.3 Development and application of an institutional rubric for evaluation of student performance in internships, practica and/or applied capstone/graduate project experiences; derive and attain threshold levels of student performance in career settings</p>
	<p>I.2.4 Measure of percentage of students completing internships, practica and/or capstone experiences that allow them to apply knowledge and skills to professional settings and to meet defined and assessable learning outcomes</p>
	<p>I.2.5 Number of visits to Career Preparation services and Student Success Coordinators for career preparation</p>
	<p>I.2.6 Provide students with opportunities to gain competence and application skills in use of innovative technologies as assessed by NSSE Learning with Technology Module</p>
<p><b>I.3 Civic Engagement:</b> the combination of knowledge, skills, values and motivation to make a difference in the civic life of our communities</p>	<p>I.3.1 Percentage of students reporting direct involvement in co-curricular activities that provide community engagement and defined learning outcomes as assessed by ETS data and CampusLabs Baseline data</p>
	<p>I.3.2 Achieve benchmarks for inclusion of outcomes and assessment in civic engagement, community-based learning and other connected learning opportunities, including graduate projects and theses</p>

	I.3.3 Achieve benchmark for academic program offerings that align with outcomes identified in general education curriculum for civic engagement
<b>I.4 Curiosity and Creativity:</b> the ability and willingness to cultivate, synthesize, interpret and express ideas, images, or expertise in imaginative ways characterized by a high degree of innovation and divergent thinking	I.4.1 Student assessment of “significant opportunities to achieve goals related to creativity, intellectual risk-taking, unconventional approaches to problem-solving” and other measures as assessed by NSSE Benchmark: First year to senior level transition (for undergraduate students); and by application of associated rubric for graduate students.
	I.4.2 Percentage of students achieving defined benchmarks for creativity as assessed by appropriate rubric (i.e. AAC&U)
	I.4.3 Number of opportunities provided to students to express, create or perform original content or work samples, and receive summative and/or formative feedback from faculty based on clearly defined desired learning outcomes

**Core Theme II: Put our guiding principles into practice. (“making the institution better”)**

<b>Objective</b>	<b>Indicator</b>
II.1 Efficiency and Sustainability: ensure efficient, sustainable and financially sound operating processes and procedures	II.1.1 Meet targets for delivery of academic programs: achieve targets for ratio of academic FTE to student credit hours
	II.1.2 Achieve efficiency of academic resources: achieve targets for ratio of total faculty FTE to instructional ELU (equivalent load unit); maintain optimal ratio for full-time permanent faculty to adjunct faculty
	II.1.3 Achieve efficiency of academic support programs through optimal ratio of non-academic program FTE to total SCH
	II.1.4 Achieve efficiency of administrative FTE to student credit hours, faculty headcount and programs
	II.1.5 Achieve efficient and appropriate measure of overhead costs (all areas within Budgeted Operations outside academic programs) per total SCH
	II.1.6 Number of academic programs achieving targeted annual contribution margin
II.2 Service Excellence: SOU programs will provide excellent service for their	II.2.1 Number of opportunities for professional development and training for staff and faculty

constituents and other SOU programs	II.2.2 Number of enhancements to customer service made by streamlining business procedures
	II.2.3 Percentage of responses on customer satisfaction surveys that indicate excellence
	II.2.4 Desired levels of staff satisfaction as assessed by data collected in the Great Colleges to Work (or other) appropriate survey
II.3 Access and Equity: SOU will develop a campus climate in which constituents have equal, fair and appropriate access to content, locations, and opportunities	II.3.1 Number of opportunities for diversity advocate training for staff involved in recruitment; percentage of search processes undertaken according to diversity standards developed by Human Resources and the Diversity and Inclusion program
	II.3.2 Achieve benchmarks percentage of employees participation in diversity and advocacy training
	II.3.3 Achieve target goals for recruitment and retention of employees from diverse communities
	II.3.4 Achieve targets for university infrastructure (physical and technological) to meet needs of diverse communities
	II.3.5 Achieve target percentages for courses within general education curriculum that engage learning outcomes of diversity and inclusion
II.4 Institutional Improvement: SOU staff and programs will commit to constant quality improvement	II.4.1 All graduate and undergraduate academic programs, and non-academic support programs on campus complete annual assessment report
	II.4.2 All graduate and undergraduate academic programs, and non-academic support programs demonstrate commitment to ongoing improvement by providing evidence of planning and practices that lead to improvement

**Core Theme III: Create opportunities and inspiring the audacity to act upon beliefs and values in a broader context (“make the world better”)**

<b>Objective</b>	<b>Indicator</b>
III.1 Diversity: learners understand, contribute to and thrive within a demographically and culturally diverse environment	III.1.1 Number of students participating in curricular or co-curricular programs that involve diversity
	III.1.2 Achievement of recruitment, performance and retention metrics for students from under-represented communities
	III.1.3 Number of campus events that promote and/or involve diversity-oriented outcomes



	III.1.4 Measures of positive experiences and/or avoidance or interruption of bias as reported in campus data collection process
III.2. Economic vitality: SOU programs, partnerships, and people position the University as a driver of economic development in the Rogue Valley.	III.2.1 Achievement of targets as derived from SOU's Economic Impact Report
	III.2.2 Number of SOU graduates that stay in the community and gain or provide employment opportunities
	III.2.2 Gains in data provided by the Small Business Development Center measuring number and efficacy of small business partnerships with SOU
III.3. Sustainability: Individual and institutional actions and educational activities articulate, support and advance sustainability efforts and achievements	III.3.1 Number of programs and SOU courses that integrate sustainability into learning outcomes
	III.3.2 Number of campus activities and partnerships that promote the practice and understanding of sustainability
	III.3.4 Percentage of students involved in campus-defined sustainability programs (eg. The Farm; Bee Campus; Arbor Day)
	III.3.5 Achievement of target on sustainability literacy test (SULI or other)
III.4. Cultural Enrichment: opportunities to experience, create, and appreciate expressive and material forms of culture	III.4.1 Number of campus events and curricular opportunities that provide cultural programming (arts, theatre, dance, music, digital arts or other)
	III.4.2 Number of community partnerships or collaborations with local/regional cultural entities
	III.4.3 Percentage of students engaging curricular or co-curricular opportunities that include cultural production as outcomes
III.5. Well-being: promotion of the convergence of physical and social well-being beyond the traditional concepts of health, and encourage a sense of belonging and social inclusion	III.5.1 Visits to the Student Health and Wellness Center, SOU Cares reports which pertain to mental and physical concerns.
	III.5.2 Percentage of on-campus students participating in identity resource centers and other co-curricular programming intended to promote social inclusion
	III.5.3 Usage of campus recreation activities and facilities by campus community members
	III.5.4 Number of students enrolled in PEA (Physical Education Activities) courses
	III.5.5. Reported numbers related to achievement of social inclusion and work-life balance from Great Colleges to Work For and/or other survey instruments.

Appendix: MCE.3

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2019 Academic Program Assessment Report Template

# 2018-19 Academic Program Assessment Report Guidelines

## Expectations

Academic Program Assessment Reports directly address Goal 4 of SOU's Strategic Direction I.

**Strategic Direction I:** SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

**Goal Four:** SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.

This annual program assessment process affords us the opportunity to examine how well our students are meeting the goals we have set in our program learning outcomes. Every academic program must conduct a structured review of the assessment activities undertaken during the previous year and complete this report form to enable SOU as a whole to provide information to our accreditors (and others) about our effectiveness. As always, we are asking how you have improved student learning through the collection and analysis of data.

## 2018-19 Report Form

This year's report form has been designed to accomplish two primary goals:

1. Ascertain that your program is tending to the ongoing processes of assessment—establishing/reviewing learning outcomes, collecting data for analysis, analyzing data, making adjustments in response to that analysis, and providing evidence of all these activities in **Improve** (the repository formerly known as TracDat); and
2. Illuminate areas where your program is doing well, identify areas your program struggles to measure student proficiency, and establish how your program will address the assessment weaknesses thus revealed.

## Evidence

Substantiate your report by updating your outcomes and mission (if necessary) and uploading your related documentation to **Improve**. This evidence is required by our accreditors and will be used in developing institutional reports to [NWCCU](#). Information to upload includes faculty meeting minutes, program curriculum committee minutes, sample syllabi, assessment data analysis reports, spreadsheets, etc. A representative sample of student work and syllabi is all that is needed. Please reference specific folder or file names for the evidence you have uploaded to **Improve** where indicated in the report form.

**Submit your 2018-19 Program Assessment Report and completed Self Evaluation Form to Kristin Nagy Catz ([nagycatzk@sou.edu](mailto:nagycatzk@sou.edu)) by April 15 via e-mail.**

# Academic Program Assessment Report Form 2018-2019

Program \_\_\_\_\_ Completed by \_\_\_\_\_

For parts I-V, indicate where your program stands in each of the areas listed by entering an X in the appropriate box. If you do not answer **Yes** or check option **A**, use the expandable textbox provided to describe your plans for meeting the assessment requirement. Provide the folder and file name(s) of any file(s) uploaded to **Improve** as evidence of your assessment activities.

## I. Program Outcome Alignment

- A. Program outcomes have been updated to align with the new core themes.
- B. Program outcomes have been updated to align with the new strategic directions.
- C. Core themes and strategic direction alignment have been mapped in **Improve**.

	Yes	No	In Progress
A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered No or In Progress, please describe your plans for accomplishing these steps

## II. Program Faculty Participation

For A-C, check the box which best describes your program faculty's participation in assessment. For D, indicate the status of documentation provided in **Improve** (Yes, No, In Progress).

- A. All program faculty participate in assessing and analyzing student learning outcomes.
- B. Some faculty participate in assessing and analyzing student learning outcomes.
- C. One faculty member assesses and analyzes student learning outcomes.
- D. Current supporting evidence of faculty participation has been uploaded to **Improve**.

A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

File(s) uploaded to **Improve**: \_\_\_\_\_

Plans for increasing faculty participation and/or documenting participation

## III. Program Data Gathering

For A-C, check the box which best describes the extent to which your program is able to gather assessment data. For D, indicate the status of documentation provided in **Improve** (Yes, No, In Progress).

- A. The program has systematic methods of gathering assessment data for all outcomes.
- B. The program has systematic methods of gathering assessment data for some outcomes.
- C. The program does not have systematic methods for collecting data on learning outcomes.
- D. Current supporting evidence of data collection has been uploaded to **Improve**.

A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

File(s) uploaded to **Improve**: \_\_\_\_\_

*Plans for increasing data collection and/or providing evidence in **Improve***

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**IV. Program Data Analysis**

For A-C, check the box which best describes the extent to which your program analyzes student learning data. For D, indicate the status of documentation provided in **Improve** (Yes, No, In Progress).

- A. All of the student learning data collected last year was analyzed.
- B. Some of the student learning data collected last year was analyzed.
- C. None of the student learning data collected last year was analyzed.
- D. Current supporting evidence of data analysis has been uploaded to **Improve**.


File(s) uploaded to **Improve**: \_\_\_\_\_

*Plans for increasing analysis of student learning data*

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**V. Program Student Learning Improvements**

For A-C, check the box which best describes the extent of changes undertaken due to analysis of student learning data. For D, indicate the status of documentation provided in **Improve** (Yes, No, In Progress).

- A. Review of student learning data has led to substantial changes in curriculum or pedagogy.
- B. Review of student learning data has led to minor changes in curriculum or pedagogy.
- C. Review of student learning data led to no changes in curriculum or pedagogy.
- D. Current supporting evidence of curricular or pedagogical changes uploaded to **Improve**.


File(s) uploaded to **Improve**: \_\_\_\_\_

*Plans for acting on analysis of student learning outcomes with curricular or pedagogical adjustments*

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For parts VI-IX, answer the following questions in the narrative boxes and provide the names of corresponding files uploaded to **Improve**.

**VI. What You Know Best**

Tell us about the student learning outcome that your program is best able to measure, analyze and take action on. Please describe the data you collect, how you analyze it, and the actions you've taken as a result of past analysis or changes you intend to make as a result of your most recent analysis.

<b>Description</b>	<i>Evidence - <b>Improve</b> file name(s)</i>
A. Outcome:	
B. Data Collected:	
C. Method of Analysis:	
D. Action Planned/Taken:	

**VII. What You Know Least**

Which of your student learning outcomes do you know least about? How might you improve your ability to measure student proficiency related to that learning outcome?

Outcome:
Challenges in Assessing:
Ideas for Assessing:

**VIII. Your Plans**

Which student learning outcome are you targeting for evaluation this year? Please describe your plans.

Outcome:
Data to Collect:
Method of Analysis:

**IX. Help**

How might the University Assessment Committee help you measure and/or analyze and/or document your student learning outcomes? Other comments welcome here.

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2019 Assessment Report Evaluation Form

## Academic Program Assessment Report Evaluation Form – Spring 2019

Indicate the status of your program's assessment efforts in the following categories and comment. Indicate status of evidence in **Improve** in the  column.

(p. 1 of 2)

Assessment Element	Program Status – Circle One				 Y/N	Comments
	Robust	Established	Developing	Beginning		
I-A. Alignment with New Core Themes	All program outcomes are aligned.	Some current program outcomes are aligned.	Plans in place to align outcomes to new themes and mission.	No evidence that the program has addressed the new core themes.		
I-B. Alignment with Strategic Directions	All program outcomes are aligned.	Some current program outcomes are aligned.	Plans in place to align outcomes to strategic directions.	No evidence that the program has addressed the new strategic directions.		
I-C. Alignment Mapped in <b>Improve</b>	All outcomes are appropriately mapped to core themes and strategic directions. Individual courses are also mapped.	All outcomes are appropriately mapped to core themes and strategic directions.	Outcomes are somewhat haphazardly mapped to core themes and strategic directions. Plans in place to complete mapping.	Outcomes are not mapped to core themes and strategic directions Plans in place to complete mapping.		
II. Faculty Participation— <i>How engaged are our faculty?</i>	All faculty participate in assessing and analyzing student outcomes.	Most faculty participate in assessing and analyzing student outcomes.	Few faculty participate in assessing and analyzing student outcomes.	One person assesses and analyzes student outcomes.		
III. Data Gathering— <i>How systematically do we collect outcome data?</i>	Methods of data collection enable analysis of achievement in full range of program outcomes.	Methods of data collection enable analysis of achievement in most program outcomes, but not all.	Methods of data collection limited or insufficient to enable analysis of achievement in more than a few program outcomes.	Plans in place to begin systematically collecting student work for analysis.		
IV. Data Analysis— <i>What are we doing with student data?</i>	Analysis of student work enables program to identify patterns and themes related to student achievement. Analysis forms solid foundation for assessment activities.	Analysis reveals general trends, but may not be robust enough to allow program to pinpoint source problems and move to address them.	Analysis is cursory and limits the program's ability to draw meaningful conclusions about student achievement.	Plans in place for scoring and analyzing data effectively.		
V. Learning Improvements— <i>Has our analysis changed our curriculum or</i>	Significant changes undertaken to address core issues revealed through analysis of	A few changes undertaken to address core issues revealed through analysis of	Plans made for responding to issues that have emerged through analysis.	No changes in curriculum or teaching practice undertaken in response to assessment activities.		



<i>teaching practices?</i>	student work.	student work.		No significant need for change identified through assessment activities. <input type="checkbox"/>		
VI. What We Know Best— <i>How would we characterize our greatest strengths?</i>						
VII. What We Know Least— <i>How would we characterize our greatest challenges?</i>						
VIII. Our Plans— <i>How will student learning be better next year as a result of our assessment efforts?</i>	Program describes specific goals for how student learning will improve next year based on revisions and enhancements to assessment activities.	Program describes some general ideas about how student learning could improve next year based on revisions and enhancements to assessment activities.	Program outlines their plan to use assessment activities for improving student learning next year without offering specific examples of targeted outcomes.	Program does not have clear plans for using assessment activities to improve student learning next year.		

Appendix: MCE.5

SOU 2019 Mid Cycle Report for NWCCU

2018-19 Graduate Program Assessment Report Guide

# 2018-19 Graduate Program Assessment Report Guidelines

## Graduate Program Assessment Report Requirements:

Respond to the following items in a narrative report. Please label each item in your report with the corresponding item number from the outline below. **Submit your 2018-19 Assessment report to Kristin Nagy Catz at [nagycatzk@sou.edu](mailto:nagycatzk@sou.edu) (for shared storage in the TracDat/Improve file repository) by May 1<sup>st</sup>.**

### I. **Alignment of Program Outcomes**

- A. Describe how the program's learning outcomes align with its mission and the University's mission. *[TracDat/Improve: Mission is entered]*
- B. Briefly describe the extent to which program outcomes are measurable. *[TracDat/Improve: Has a suitable number of outcomes in multiple areas, appropriately designated as to content/discipline specific knowledge, skills, or dispositions. Outcomes are operationally defined in performance-based terms (i.e. what graduates of the program will know and be able to do) and in measurable terms and at the right level of granularity.]*
- C. Describe how well the program's goals align with institutional core themes. Briefly describe your progress toward adjusting and enhancing your program's learning outcomes to align with SOUs related themes which include the new core themes and goals within the strategic directions. Briefly describe the process you used or are using. *[TracDat/Improve: Contains the mapping of program learning outcomes to both the University's core themes and the strategic directions.]*

### II. **Assessment of Student Achievement**

- A. Describe how the assessments chosen provide evidence of successful achievement of program outcomes. *[TracDat/Improve: At least one direct assessment (tests, presentations, papers, and performance tasks) is associated with each program outcome. Types of assessments are recorded. Outcomes are related to courses and level (Introduced, Teach and Assess, Refine and Apply) is specified. Acceptable standards of achievement (criterion) are recorded.]*
- B. Describe how well the outcome data collected is suited for use as a curricular and programmatic planning tool—is it easily applicable and transparent or is it highly technical and opaque? How could you improve the nature of the data you collect for assessment purposes?
- C. Describe the extent to which program faculty are engaged in assessing student achievement of program outcomes. What plans are in place to increase faculty engagement if needed? *[TracDat/Improve: Contains minutes or notes from the relevant meetings.]*

### III. **Dissemination of Outcome-Related Information**

- A. Detail how the program publishes and communicates outcomes to students, e.g. included in course syllabi and/or outlined in other handouts, discussed in required courses, included in program website or mission statement, etc. *[TracDat/Improve: Contains examples of syllabi or other handouts that communicate outcomes to students.]*
- B. Describe additional methods the program could use to increase the dissemination of program outcomes to students. How are desired program outcomes communicated in the advising process? *[TracDat/Improve: Contains relevant documents if any.]*

### IV. **Continuous Improvement Efforts**

- A. Describe how the program uses data collected from outcome assessment to inform program improvement efforts. Provide specific examples of how the program has used outcome data in curricular and programmatic planning in the last year. *[TracDat/Improve: The results are clearly presented, indicate the proportion of students attaining each level of achievement, and current results are explicitly compared to past results where applicable.]*

- B. Describe any improvements in student performance that resulted from assessment activities undertaken in the last year. Were the improvements the result of changes to classes, activities or measurement methods? Could improvements be due to other causes?
- C. Describe the extent to which the program integrates the measurement of student achievement of program outcomes into its vision and operations. For instance, does curricular review and planning occur on a routine, scheduled basis? Is the curricular review and development process closely tied to the assessment of student learning outcomes? How could integration be improved? *[TracDat/Improve: Provide specific descriptions of current and intended improvements related to assessment results (e.g., dates of implementation, where in curriculum they will occur, who will implement them.) Note any outcomes where based on the data, no improvements were needed.]*

V. **Reflection**

Based on this evaluation, what barriers/challenges/opportunities do you see to implementing assessment initiatives in your program? How can the Assessment Committee help?

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SOU 2019 Mid Cycle Report for NWCCU

Graduate Program Assessment Rubric 2018-19



## Graduate Program's Annual Assessment Review Rubric 2018-19

Indicate the status of the program's assessment efforts in the following categories.

Assessment Element	Current Status – Circle One			Evidence in Improve
	Robust	Established	Beginning	
I. A. Program outcomes align with program's and University's mission	Program outcomes aligns fully with both missions	Some alignment exists between program outcomes and missions	Program outcomes are not well aligned with missions	Mission statement entered
I. B. Program outcomes are measurable and well-defined	All program outcomes are measurable and well-defined	Most program outcomes are measurable and well-defined	Few program outcomes are measurable and well-defined	Outcomes entered
I. C. Program outcomes align with related themes (core themes and strategic direction goals)	Program outcomes are aligned with new themes and evidence exists that outcomes were revised, added or considered	Some program outcomes appropriately align with new themes or evidence does not exist that outcomes were revised, added, or considered	No evidence exists that the program has begun to address the new themes or outcomes are aligned to inappropriate themes	Outcomes mapped to related themes
II. A. Each program outcome has appropriate outcome assessments with appropriate targets	All outcomes have assessments with appropriate targets	Some outcomes are assessed and have appropriate targets.	Few or no outcomes are assessed and have appropriate targets	Assessments with targets included
II. B. Program outcome data is suitable for analysis	Data collected provides a comprehensive understanding as it applies to assessment activities, and all program outcomes have suitable results	Data collected provides a partial or limited understanding as it applies to assessment activities, and some program outcomes have suitable results	Data collected does not provide an understanding as it applies to assessment activities, and No program outcomes have results or results are not suitable	Specific assessments and results are entered
II. C. Program staff are engaged in assessing program outcomes	All program staff engage in assessment activities	Most program staff engage in assessment activities	Few program staff engage in assessment activities	Related documents uploaded
III. A. Program communicates outcomes to students, staff and/or community in appropriate ways.	All program outcomes are communicated to students, staff, supervisor, and/or others in multiple ways appropriate to your program (online, in buildings, in newsletters, etc.)	Program outcomes are only partially communicated to students, staff, supervisor, and/or others	Program outcomes are not communicated to students, staff, supervisor, and/or others	Related documents uploaded
III. B. Additional Methods to disseminate program outcomes to students	All program outcomes are communicated to students during advising	Some program outcomes are communicated to students during advising	No program outcomes are communicated to students during advising	Related documents uploaded
IV. A. Program applies data from assessment results to new program improvement plans, and program improvement(s) plans have been implemented	Program improvement plans exist and are clearly informed by assessment results, and program improvement(s) have been implemented and documented	Program improvement plans partially exist or are not informed by assessment, and program improvement(s) currently being studied or planned but not yet implemented	Program improvement plans do not exist, and program improvement(s) not made or not planned	Action(s) Taken entered in results and outcomes, assessments, and/or targets have been added and/or redefined.
IV. B. Program improvements in student performance that resulted from assessment activities	Initiatives to improve student achievement have been effective.	Initiatives to improve student achievement have been somewhat effective.	Plans made for initiatives to improve student achievement.	Related documents uploaded
IV. C. Program integrates the assessment process into its vision or operations	Assessment process is fully integrated in the program's vision or operations	Assessment process provides some value to the program's vision or operations	Assessment process plays little to no role in the program's vision or operations	If desired related documents uploaded

Appendix: MCE.7

SOU 2019 Mid Cycle Report for NWCCU

Academic Program Review Pilot Template



Name of Academic Program

## **ACADEMIC PROGRAM REVIEW**

**Insert Name of Academic Program**

***Purpose:***

*The purpose of the Academic Program Review (APR) is to provide a formal process and medium for program stakeholders to provide information about accomplishments, strengths, challenges, and to align academic programs with the goals as outlined in the SOU Strategic Plan. The APR can also help programs track the impact of changes to curriculum, program requirements, and faculty staffing over time. The APR can be used for both descriptive and evaluative purposes.*

***Audience:***

*The audience for the APR is your department, the administration, and the SOU board of trustees. The writing process and the APR document and data included in it are of critical importance for the programs and institution in their planning processes. The tone and voice of the APR need to be appropriate to these audiences and consistent throughout the entire report.*

**Executive Summary:** (a page or less)

### **I. PROGRAM DESCRIPTION/CONTEXT**

**A. What is the mission statement of the program?**

**B. Provide an overview of your program in 250 words or less.**

### **II. THE STUDENT LEARNING EXPERIENCE**

**Strategic Direction 1: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.**

*Goal 1: Develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.*

\*\*\* This comment pertains to sections II, III, and IV. Your program needs to highlight some of the key data points included in the appendix in the narrative. You should summarize and distill the data down into a few sentences for each section. Use specific data and how you interpret the data in light of your program.

**A. To the best of your ability, please describe the success of students within this program (e.g., admission to graduate programs, professional placement, etc.)?**

- Key data point – Percentage of graduates within six months of graduating who are working or studying in their field.

**B. Describe how students in this program participate in significant off-campus activities/programs (e.g., internships, civic engagement, experiential learning, service-learning projects, performances, exhibitions, etc.)?**

- Key data point – Percent of students in program who are participating.

**C. What are the scholarly and/or creative activities of the students in this program (e.g., capstones, professional presentations, publications, significant reports, creative endeavors, etc.)?**

**D. What are the program's assessment outcomes including both internal and external evaluations? How well do the majors achieve the program's student learning outcomes? (report provided by Kristin Nagy Catz)**

- Potential Key data points:
  - reported scores on standardized national exams, VALUE institute
  - Assessment Committee Summary Data

**E. Please address program success at SOU utilizing the data provided.**

- Key Data points provided - Appendix A
  - Degrees Awarded by year - describe any anomalies or trends in the data over the last five years.
  - Major Counts
    - Undergraduates
    - Graduates

Name of Academic Program

- DFWI rates by class level, instructional method, strands if applicable, and a list of courses exceeding 20% DFWI.
- Retention Analysis - Term to Term details
  - 6 Year - note % of freshmen graduating in six years
  - 6 Year - Ethnicities selection/differential success rate
  - 4 Year - note % of freshmen graduating in four years
  - 4 Year - Ethnicities selected/differential success rate
  - 2 Year - Full time only - % of JRs that graduate in two years
- Geographic Origin - most recent Fall term
  - Undergraduates
  - Graduates
- Student Demographics - most recent Fall term
  - Undergraduates
  - Graduates
- Minors by AY (first and second minors included)

**F. Describe your program's efforts to redesign curriculum or courses to enhance student learning? Also, please provide any support that these efforts are effective. Have you noticed any student learning trends that have affected pedagogy and how have you addressed that?**

### **III. PROGRAM APPRAISAL and INSTITUTIONAL SUPPORT**

**Strategic Direction II:** SOU will become an **employer of choice** and provide excellent service to all of its constituents (e.g, learners, family, community)

*Goal 1: SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.*

*Goal 2: SOU will improve its customer experience by streamlining business processes.*

*Goal 3: SOU will align its internal and external communications to foster greater collaboration and enhance its credibility.*

*Goal 4: SOU will design and implement a program that will develop a culture of service excellence in all employees*

**Strategic Direction V:** SOU will maintain financial stability and invest for institutional vitality.

*Goal 1: SOU will develop, implement and monitor a comprehensive strategic enrollment management plan.*

*Goal 2: SOU will develop key performance indicators to incentivize, monitor, and reward improvements innovations or efficiencies.*

**A. Have you made any changes to your program/processes to provide greater access to your program/classes, help your learners understand how to be successful in your program and/or connect them to career preparation. Are there opportunities for your program to better serve adult learners? Describe why or why not below.**

Name of Academic Program

**B. Service excellence:** How do you serve students, the campus community, and external constituents and patrons? How does your program interface with the community?

**C. Institutional Support:** Please comment on how well your program is served by administration, staff and institutional processes? Do the existing processes work well?

**II. A series of data reports have been provided for review and reflection. How does this data inform program management and its efficiency?**

Key Data points provided (Appendix B):

- SCH by year
  - Undergraduate SCH
  - Graduate SCH
  - Source of SCH by Primary Major (who is taking your classes - shows % of SCH serving majors)
  - SCH Distribution Across Programs (where are your students taking classes?)
- Program Retention - 5 year Student Return Rate
- SCH/ELU for last 3 years (full program, and by subject if more than one)
  - Includes SCH by Year, by Course Level
  - Includes Full program - over past 3 years
  - SCH/ELU major classes
- Course Fill rate = (filled seats/available seats in lecture sections)
- ELU breakdown by Faculty Type
- Distribution of classes by class size (lecture only)
- Avg/median class size-lecture/online/seminar/Telecourse (LUST)

#### **IV. FACULTY**

**A. Describe the individual efforts of the program's faculty in maintaining a dynamic, innovative, and student-centered curriculum.**

- Key Data from Activity Insight\*

Name of Academic Program

- Curriculum Development Report

*(\* this section will require faculty entry into Activity Insight, where there is capability to run on-demand reports that will provide faculty activities and accomplishments.)*

**B. Summarize and describe the scholarly or creative output of this program over the past three years (based on most recent departmental expectations as presented in SOU bylaws). How do these activities enhance the program and community?**

- Key Data from Activity Insight
  - Scholarship & Research Report
    - Average scholarly work per faculty member over the last three years
  - Service Report from Activity Insight (Professional, University, Community)
    - Leadership roles on campus per faculty member over the last three years

**C. What are your hiring plans and how will they support the strategic directions of the university? (SD 4: Goal 1 and 2, Current Composition of Faculty, Diversity/Inclusion)**

## **V. GOALS, ASPIRATIONS and 21st CENTURY TRANSFORMATIONS**

Having reviewed the current state of your program, the purpose of this section is to look forward. In this section, we want you to consider the strategic plan and how your program is evolving.

**A. Are there ways you can modify, augment, streamline or discontinue programming to add efficiencies or better meet the changing needs of students, industry and/or society?**

**B. What are the program goals for the next three years and how do they relate to the strategic directions?**

Name of Academic Program

**C. What is your bold and audacious idea for your program? Frame your answer addressing how this idea supports SOU's mission and strategic directions. What would it take to accomplish your bold idea?**

Appendix: MCE.8

SOU 2019 Mid Cycle Report for NWCCU

Improve BA Screen Shot of Mapping Feature

## Business Administration Learning Outcomes Mapped to Core Themes

Institutional Core Themes (2017-2023)		Outcomes				
Goals/Themes	PROFESSIONAL Demonstrate the ability to apply and synthesize the functional areas of business to ...	INFORMATION LITERACY Access, use and evaluate information in business decision making.	DISCIPLINED INQUIRY Use quantitative and qualitative analytical and critical thinking ski ...	COMMUNICATION SKILLS Communicate effectively in various forms.	ETHICS Demonstrate knowledge and application of prescribed ethical codes and behaviors in th ...	
I. Student Learning and Success A. Critical Thinking: the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulatin ...	✓					
I. Student Learning and Success B. Professional Preparation: the development of written, oral and visual communication skills that reflect disciplinary ...		✓		✓		
I. Student Learning and Success C. Civic Engagement: the combination of knowledge, skills, values and motivation to make a difference in the civic life of o ...	✓				✓	
I. Student Learning and Success D. Curiosity and Creativity: the ability and willingness to cultivate, synthesize, interpret and express ideas, images, or ...	✓	✓	✓			
II. Institutional Practices A. Efficiency and Sustainability: ensure efficient, sustainable and financially sound operating processes and ...	✓				✓	
II. Institutional Practices B. Service Excellence: Programs will provide excellent service for their constituents and other SOU programs.				✓	✓	
II. Institutional Practices C. Access and Equity: SOU will develop a campus climate in which constituents have equal, fair and appropriate access to content, ...		✓			✓	
II. Institutional Practices D. Institutional Improvement: SOU staff and programs will commit to constant quality improvement	✓		✓			
III. Institutional Beliefs & Values A. Diversity: learners understand, contribute to and thrive within a demographically and culturally diverse environment.			✓	✓	✓	
III. Institutional Beliefs & Values B. Economic vitality: SOU programs, partnerships, and people position the University as a driver of economic development in ...	✓	✓	✓		✓	
III. Institutional Beliefs & Values C. Sustainability:	✓				✓	



Appendix: MCE.10

SOU 2019 Mid Cycle Report for NWCCU

Revised Core Themes Objectives and Indicators

Objective	Indicator
<b>I.1 Critical Thinking:</b> the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion (from AAC&U value rubric)	I.1.1 Achieve 70% of students demonstrating proficiency as defined by SOU institutional rubric(s) that assess critical thinking
	I.1.2 Achieve efficiency of academic resources: identify and maintain targets for optimal ratio of permanent faculty to temporary faculty
	I.1.3 Demonstrate year over year growth in assessment of critical thinking ability evident in artifacts generated in senior culminating experiences
<b>I.2 Professional Preparation:</b> the development of written, oral and visual communication skills that reflect disciplinary knowledge, professional behaviors, and abilities needed to enhance career opportunities.	I.2.1 Achieve benchmark goal development of written ability across a variety of rhetorical contexts, as assessed by NSSE Benchmark: Level of Academic Challenge and assessment of oral communication using institutional rubric
	I.2.2 Percentage of students reporting gains in career preparation as assessed by NSSE Benchmark: First year to Senior-level transition
	I.2.3 Development and application of an institutional rubric for evaluation of student performance in internships, practica and/or applied capstone/graduate project experiences; derive and attain threshold levels of student performance in career settings
	I.2.4 Number of programs providing internships, practica and/or capstone experiences that allow students to apply knowledge and skills to professional settings and to meet defined and meaningful learning outcomes.
	I.2.5 Number of visits to Career Preparation services and Student Success Coordinators for career preparation
	I.2.6 Provide students with opportunities to gain competence and application skills in use of innovative technologies as assessed by NSSE Learning with Technology Module
<b>I.3 Civic Engagement:</b> the combination of knowledge, skills, values and motivation to make a difference in the civic life of our communities	I.3.1 Percentage of students reporting direct involvement in co-curricular activities that provide community engagement and defined learning outcomes as assessed by ETS data and CampusLabs Baseline data
	I.3.2 Achieve benchmarks for inclusion of outcomes and assessment in civic engagement, community-based learning and other connected learning opportunities, including graduate projects and theses
	I.3.3 Achieve benchmark for academic program offerings that align with outcomes identified in general education curriculum Strand I, Goal I as follows: <b>Understand and apply the tools necessary for responsible participation in communities.</b> Proficiencies: Students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of community issues, community assets, and community needs.</li> <li>2. Identify how individuals affect communities.</li> <li>3. Identify how communities affect individuals.</li> <li>4. Apply knowledge, information, and skills to community issues.</li> </ol>
<b>I.4 Curiosity and Creativity:</b> the ability and willingness to cultivate, synthesize, interpret and express ideas, images, or expertise in imaginative ways characterized by a high degree of innovation and divergent thinking	I.4.1 Student assessment of “significant opportunities to achieve goals related to creativity, intellectual risk-taking, unconventional approaches to problem-solving” and other measures as assessed by NSSE Benchmark: First year to senior level transition (for undergraduate students); and by application of associated rubric for graduate students.
	I.4.2 Percentage of students achieving defined benchmarks for creativity as assessed by appropriate rubric (i.e. AAC&U)
	I.4.3 Number of opportunities provided to students to express, create or perform original content or work samples, and receive summative and/or formative feedback from faculty based on clearly defined desired learning outcomes

Objective	Indicator
<p>II.1 Efficiency and Sustainability: ensure efficient, sustainable and financially sound operating processes and procedures</p>	II.1.1 Achieve efficiency of academic staffing: identify and maintain targets for ratio of total academic FTE to total student credit hours (SCH)
	II.1.2 Achieve efficiency of academic resources: identify and maintain targets for optimal ratio of permanent faculty to temporary faculty
	II.1.3 Achieve optimal ratio of administrative and non-academic staff FTE to total SCH
	II.1.4 Achieve efficiency of academic resources: identify and maintain target course fill rate (i.e. filled seats/available seats)
	II.1.5 Achieve efficiency of academic resources: identify and maintain optimal SCH by program
<p>II.2 Service Excellence: SOU programs will provide excellent service for their constituents and other SOU programs</p>	II.2.1 Number of opportunities for professional development and training for staff and faculty
	II.2.2 Number of enhancements to customer service made by streamlining business procedures
	II.2.3 Percentage of responses on customer satisfaction surveys that indicate excellence
	II.2.4 Desired levels of staff satisfaction as assessed by data collected in the Great Colleges to Work (or other appropriate survey)
<p>II.3: Diversity, Inclusivity and Equity: SOU will create, implement and assess a systemic set of practices that sustainably enable, enhance the cultural competence of all its constituents.</p>	II.3.1 Complete a baseline diversity climate survey, disaggregate data and identify institutional challenges and opportunities
	II.3.2 Develop, institutionalize, and assess an equity affirming search, recruitment, and retention (EASRR) program
	II.3.3 Establish and achieve target objectives for representation and deployment of trained Equity & Diversity Advocates in all searches
	II.3.4 Establish and achieve target goals for the number of searches and candidate pool following the EASRR Program annually
	II.3.5 Establish and achieve target objectives for hiring and retaining employees from underserved communities annually
	II.3.6 Establish optimal target number of courses within the general education curriculum that define and assess cultural competence learning outcomes for students annually
<p>II.4 Institutional Improvement: SOU staff and programs will commit to constant quality improvement</p>	II.4.1 All graduate and undergraduate academic programs, and non-academic support programs on campus complete annual assessment report
	II.4.2 All graduate and undergraduate academic programs, and non-academic support programs demonstrate commitment to ongoing improvement by providing evidence of planning and practices that lead to improvement

Objective	Indicator
III.1 Diversity: learners understand, contribute to and thrive within a demographically and culturally diverse environment	III.1.1 Number of students participating in curricular or co-curricular programs that involve diversity
	III.1.2 Achievement of recruitment, performance and retention metrics for students from under-represented communities
	III.1.3 Number of campus events that promote and/or involve diversity-oriented outcomes
	III.1.4 Measures of positive experiences and/or avoidance or interruption of bias as reported in campus data collection process
III.2. Economic vitality: SOU programs, partnerships, and people position the University as a driver of economic development in the Rogue Valley.	III.2.1 Achievement of targets as derived from SOU’s Economic Impact Report
	III.2.2 Number of SOU graduates that stay in the community and gain or provide employment opportunities
	III.2.2 Gains in data provided by the Small Business Development Center measuring number and efficacy of small business partnerships with SOU
III.3. Sustainability: Individual and institutional actions and educational activities articulate, support and advance sustainability efforts and achievements	III.3.1 Number of programs and SOU courses that integrate sustainability into learning outcomes
	III.3.2 Number of campus activities and partnerships that promote the practice and understanding of sustainability
	III.3.4 Percentage of students involved in campus-defined sustainability programs (eg. The Farm; Bee Campus; Arbor Day)
	III.3.5 Achievement of target on sustainability literacy test (SULI or other)
III.4. Cultural Enrichment: opportunities to experience, create, and appreciate expressive and material forms of culture	III.4.1 Number of campus events and curricular opportunities that provide cultural programming (arts, theatre, dance, music, digital arts or other)
	III.4.2 Number of community partnerships or collaborations with local/regional cultural entities
	III.4.3 Percentage of students engaging curricular or co-curricular opportunities that include cultural production as outcomes
III.5. Well-being: promotion of the convergence of physical and social well-being beyond the traditional concepts of health, and encourage a sense of belonging and social inclusion	III.5.1 Visits to the Student Health and Wellness Center, SOU Cares reports which pertain to mental and physical concerns.
	III.5.2 Percentage of on-campus students participating in identity resource centers and other co-curricular programming intended to promote social inclusion
	III.5.3 Usage of campus recreation activities and facilities by campus community members
	III.5.4 Number of students enrolled in PEA (Physical Education Activities) courses
	III.5.5. Reported numbers related to achievement of social inclusion and work-life balance from Great Colleges to Work For and/or other survey instruments.

Appendix: MCE.11

SOU 2019 Mid Cycle Report for NWCCU

BA 499 Business Plan Categories and Results

## Student performance

# BUSINESS PLAN ASSESSMENT

In 2017-18, business plans submitted by four sections of BA 499 were evaluated using a common rubric. A total of 44 plans were rated based on a scale of 0-4 for each section. Over the last three years, the overall mean score has improved.

### section 03

	2015	2016	2017
Sample Size	37	24	44
Technology Plan	3.0131	3.3333	3.6591
Marketing Plan and Sales Strategy	2.8108	3.2917	3.5909
The Competition	3.0000	3.6111	3.6136
Risk Assessment	2.9730	3.0972	3.4773
Strategic Position	3.1351	3.4861	3.6591
Formatting and Referencing	3.1351	3.2917	3.2597
Financial Information	3.1081	2.4444	3.6222
Community Involvement and	3.1081	3.2778	3.5767
The Target Market	3.1351	3.3056	3.5000
Development, Milestones and Exit	3.2703	2.1944	3.3604
Industry Analysis and Trends	3.2432	3.5139	3.6364
Operations	3.2973	3.1389	3.7443
Management and Organization	3.5135	3.5139	3.7879
Documentation and support	3.3243	3.0833	3.2273
Writing Mechanics	3.4324	3.7917	3.5682
Company Description	3.7027	3.3889	3.5682
Executive Summary	3.6486	3.3194	3.1818
Appendices	3.7568	3.7361	3.5909
Overall Average Rating	3.2560	3.2677	3.5347

Appendix: MCE.12

SOU 2019 Mid Cycle Report for NWCCU

Business ETS Field Test Data

## Assessment Method

# Major Field Test

The ETS® Major Field Test is a comprehensive undergraduate and MBA outcomes assessment designed to measure the critical knowledge and understanding obtained by students in their major field of study. The test goes beyond the measurement of factual knowledge. It evaluates a student's ability to analyze and solve problems, understand relationships and interpret material from their major field of study. The test consists of multiple-choice questions, half of which are based on short case-study scenarios.



*Questions use materials such as diagrams, graphs and statistical data.*

### Major Field Test Outline

1. Marketing
2. Management
3. Finance
4. Accounting

### section 03

- <https://www.ets.org/mft/about/content/mba>





## Student Performance

# Major Field Test

- Both undergraduate and graduate students who are near the end of their program of study were incentivized to participate in the major field test.

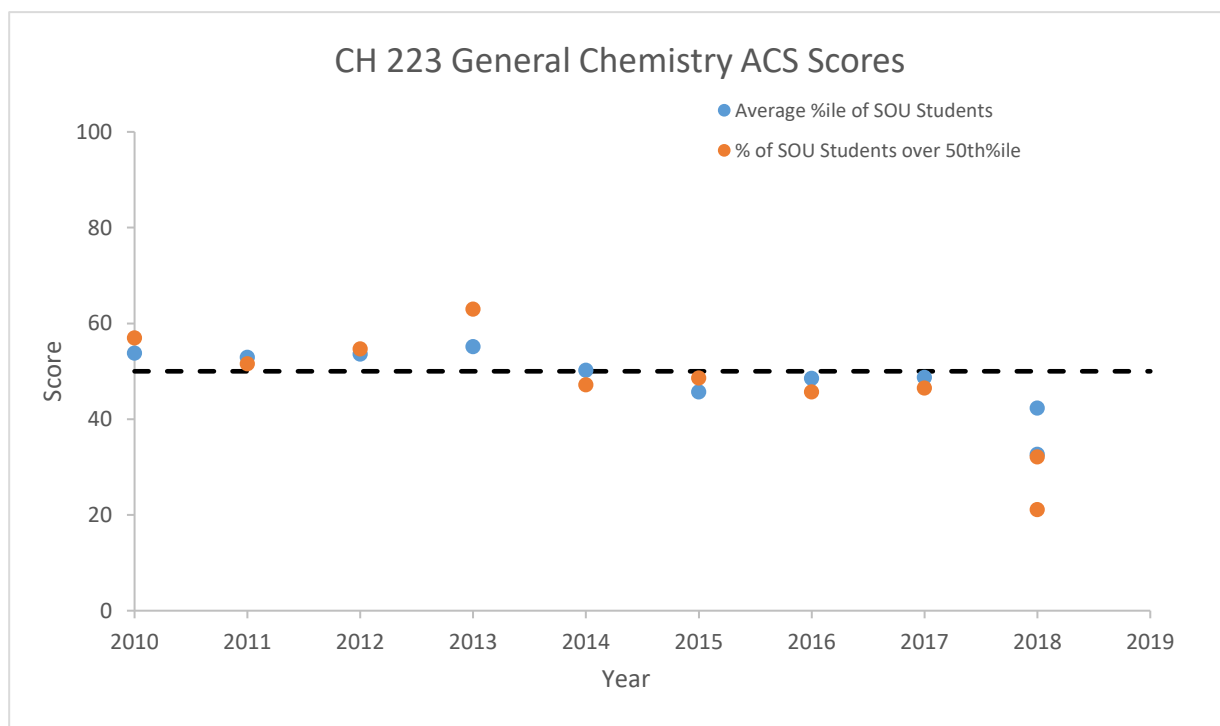
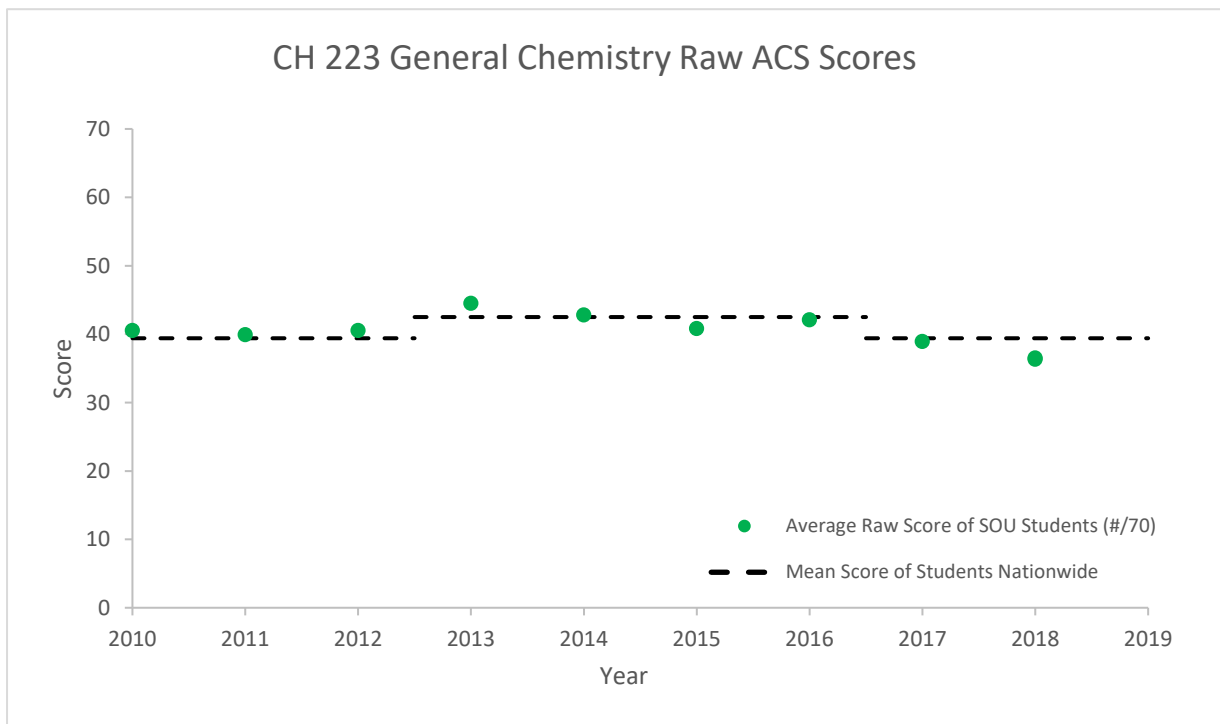
Number	2015-2016 (n=30)	2010-2011 (n=47)
Count above 50 <sup>th</sup> percentile	70%	51.1%
Count below 50 <sup>th</sup> percentile	30%	48.9%

Appendix: MCE.13

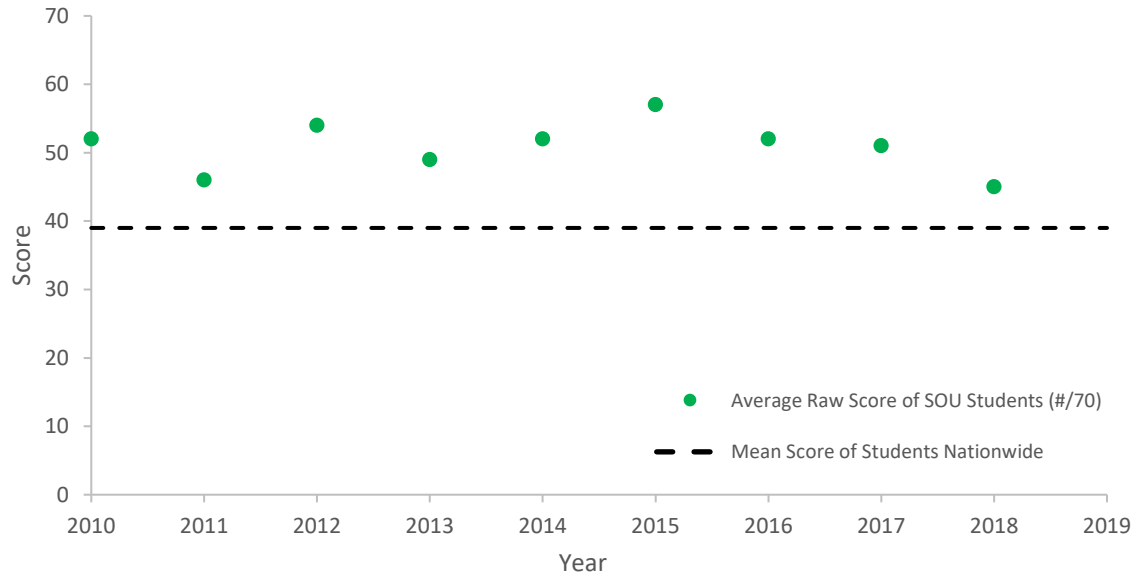
SOU 2019 Mid Cycle Report for NWCCU

ACS Scores for Assessment

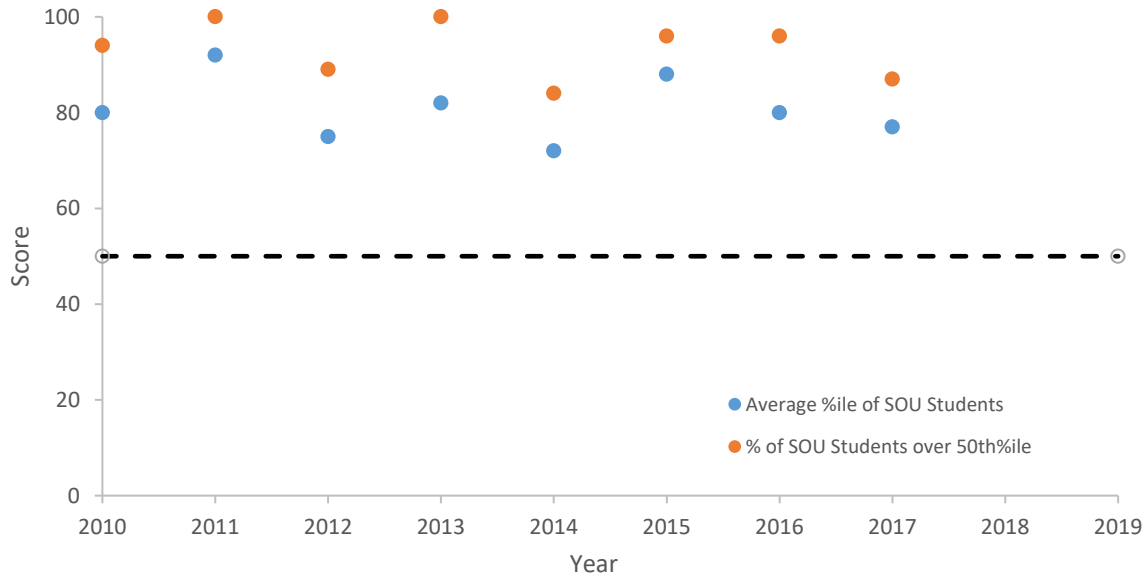
# ACS Field Test Scores



### CH 336 Organic Raw ACS Scores



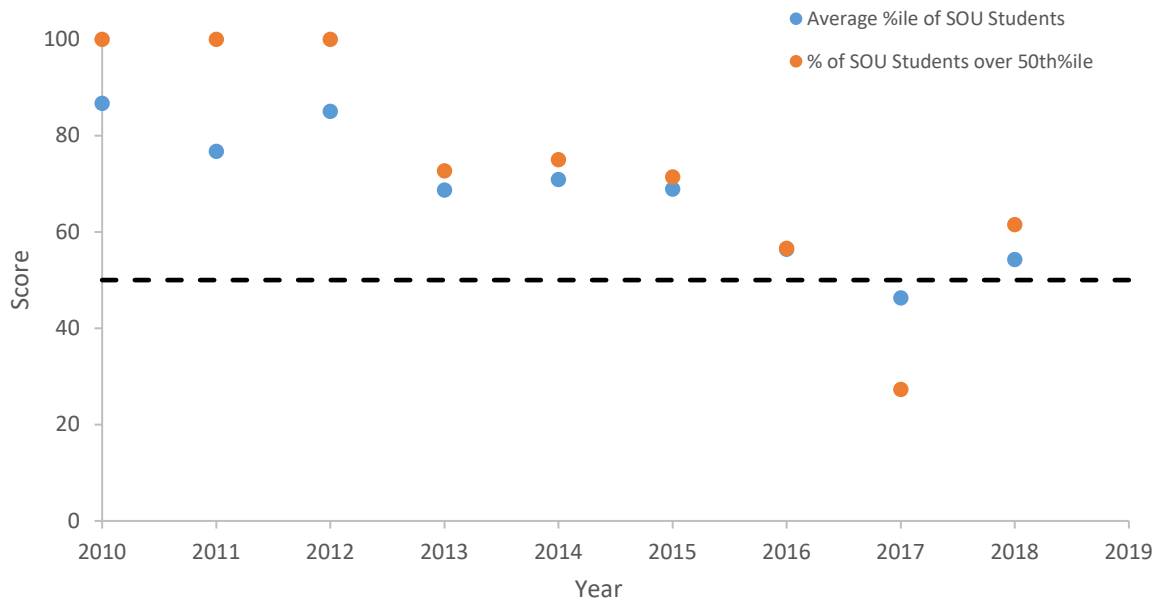
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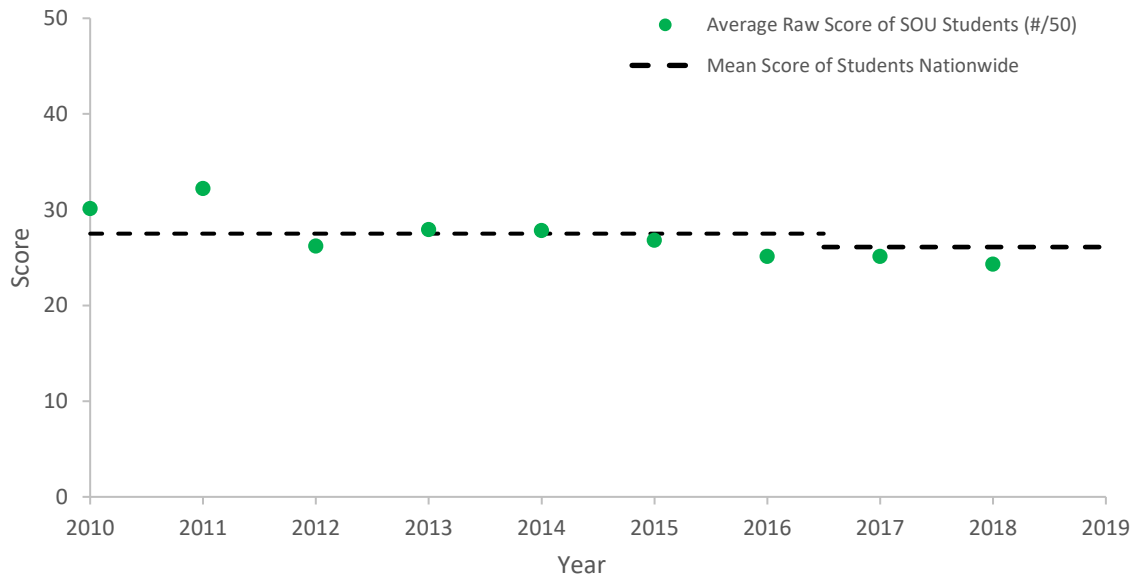
### CH 411 Inorganic Raw ACS Scores



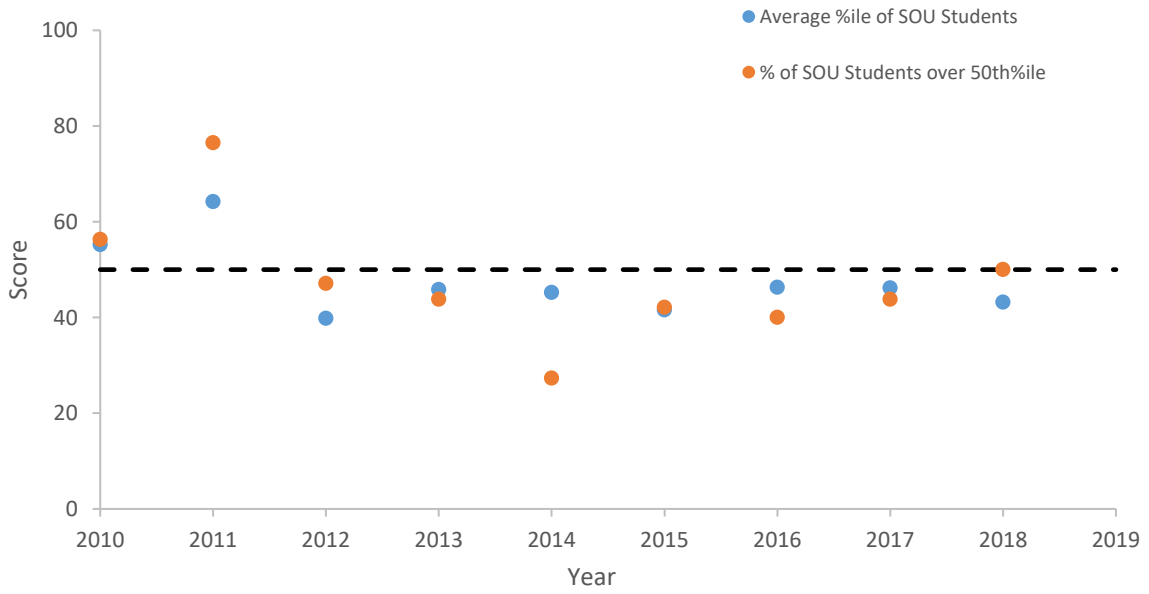
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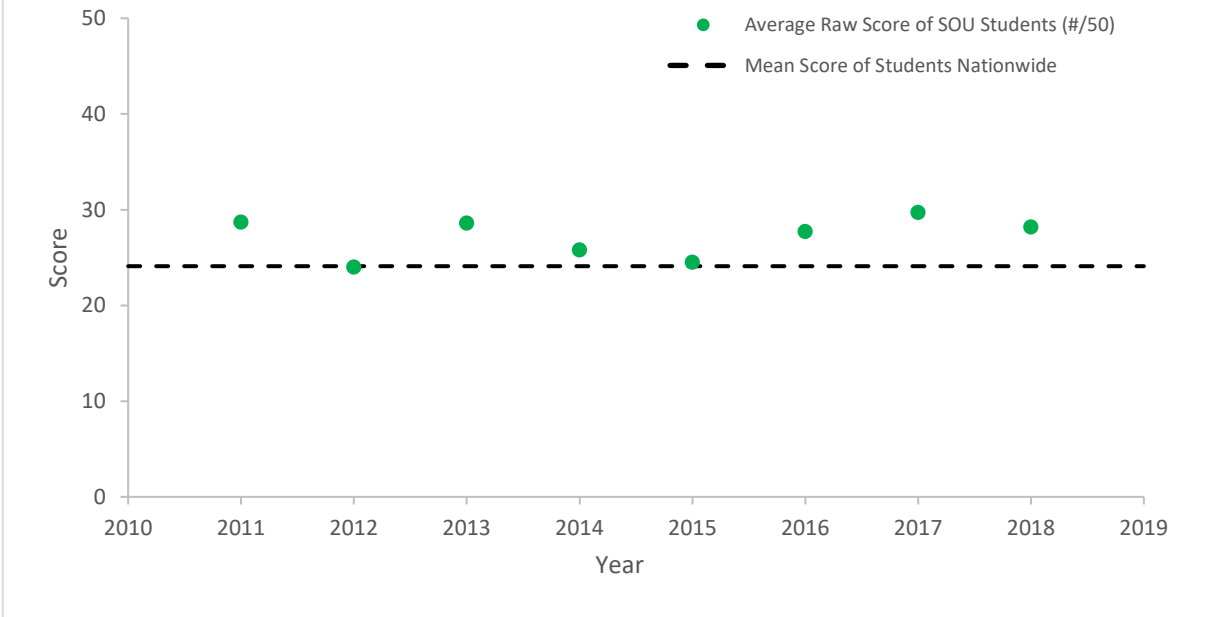
### CH 421 Analytical ACS Raw Scores



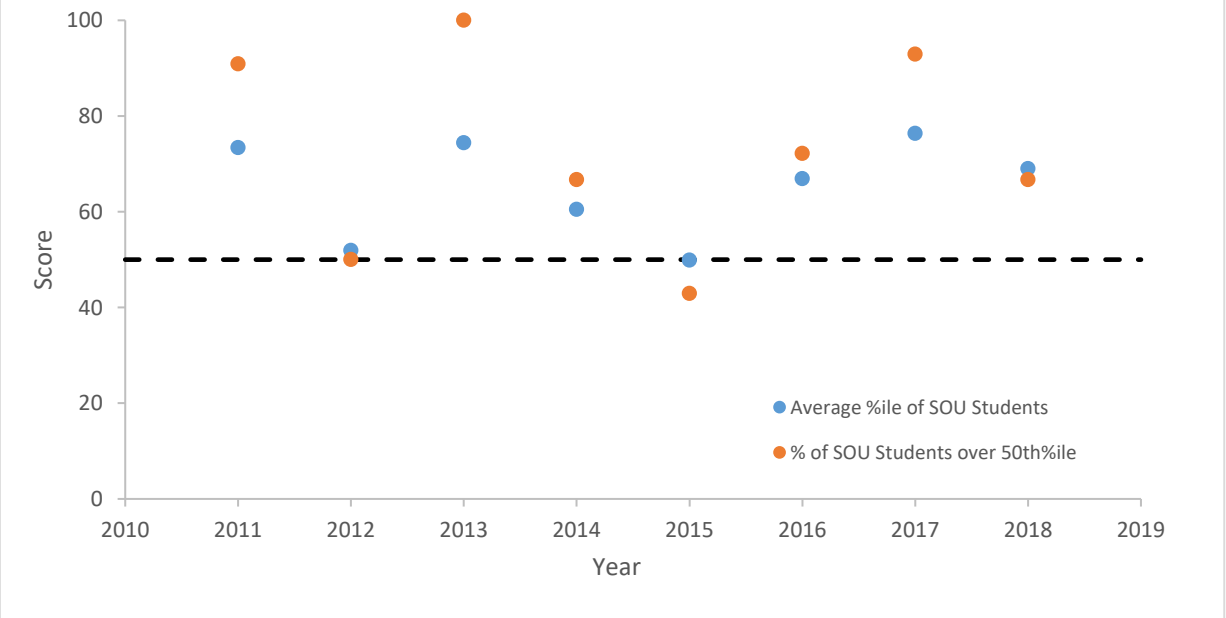
### CH 421 Analytical ACS Scores



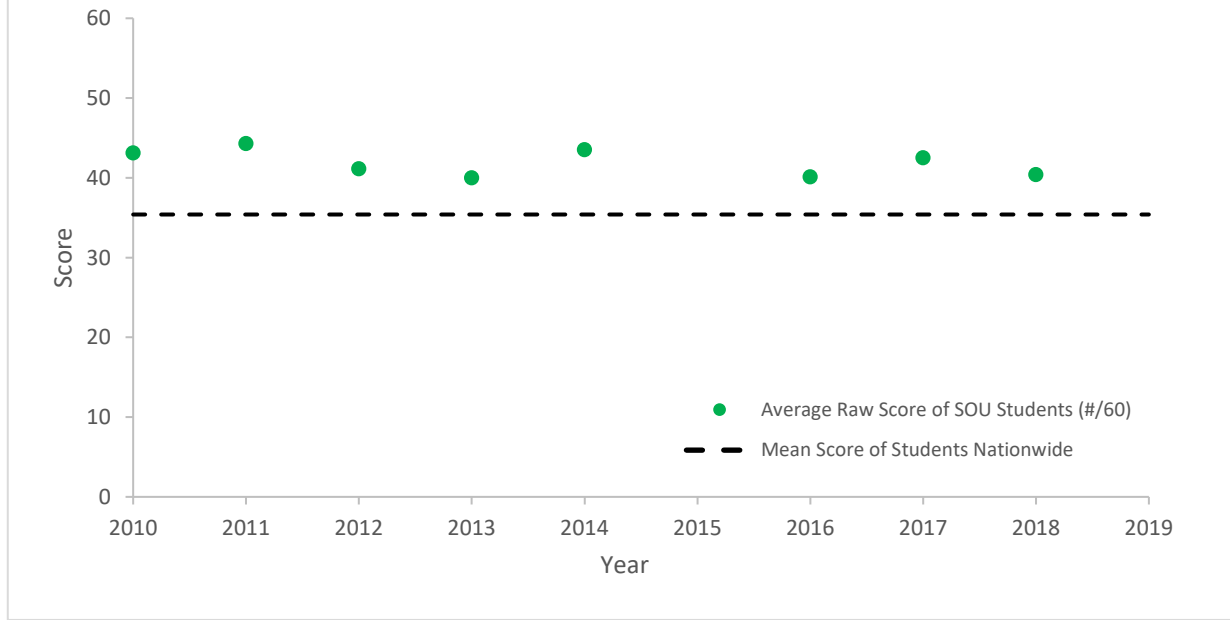
### CH 425 Instrumental ACS Raw Scores



### CH 425 Instrumental ACS Scores



### CH 453 Biochemistry ACS Raw Scores

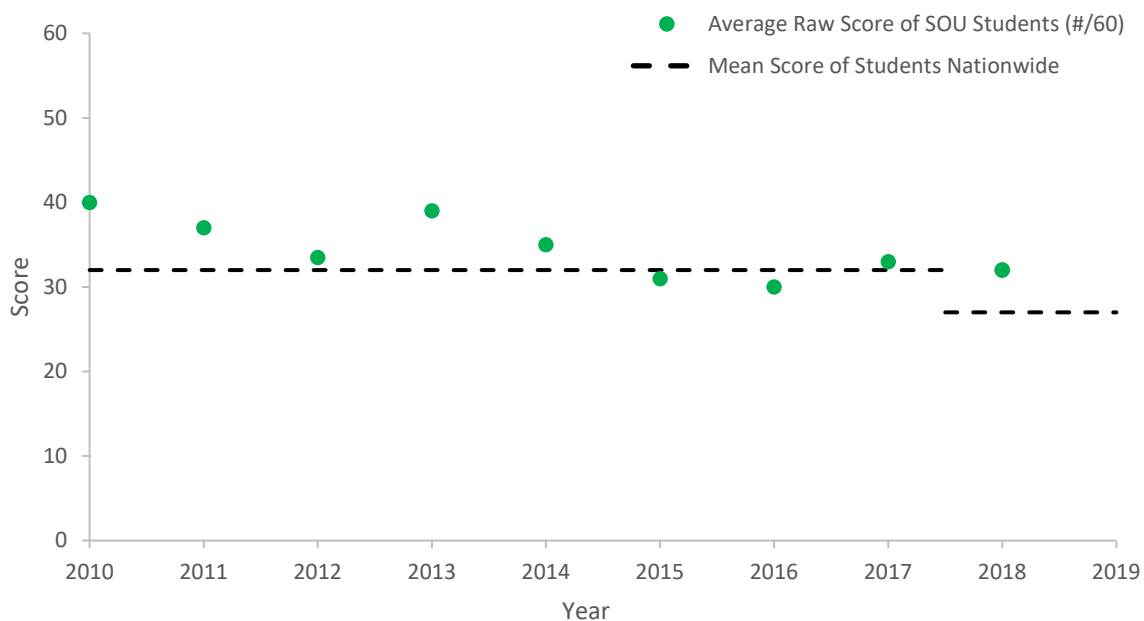


### CH 453 Biochemistry ACS Scores

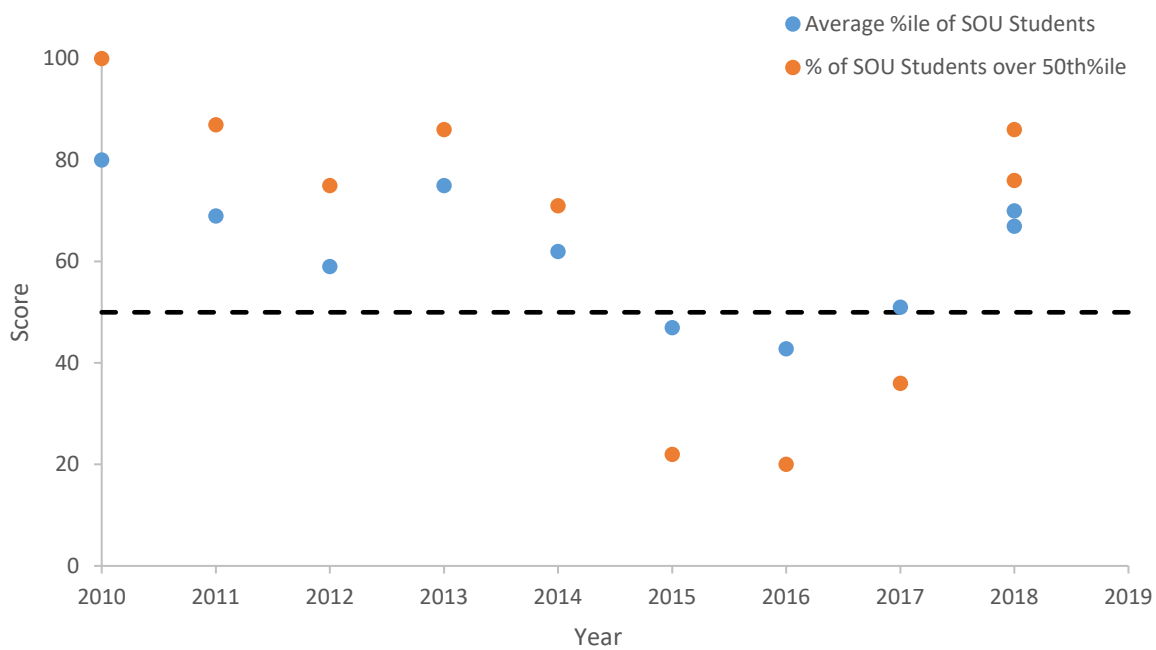




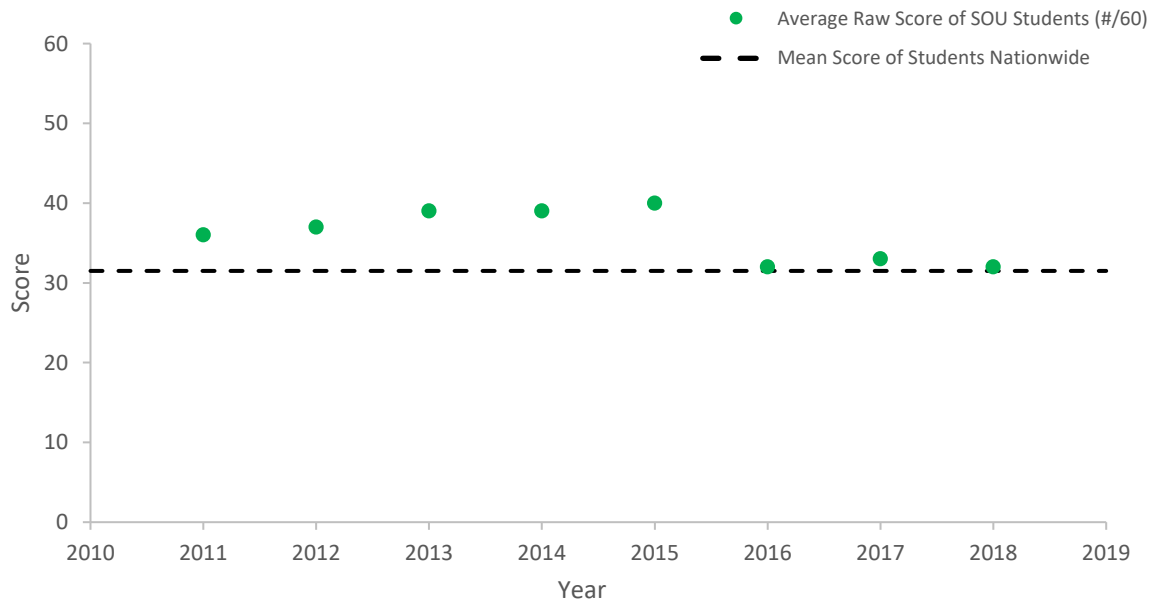
### CH 443 PChem Raw ACS Scores



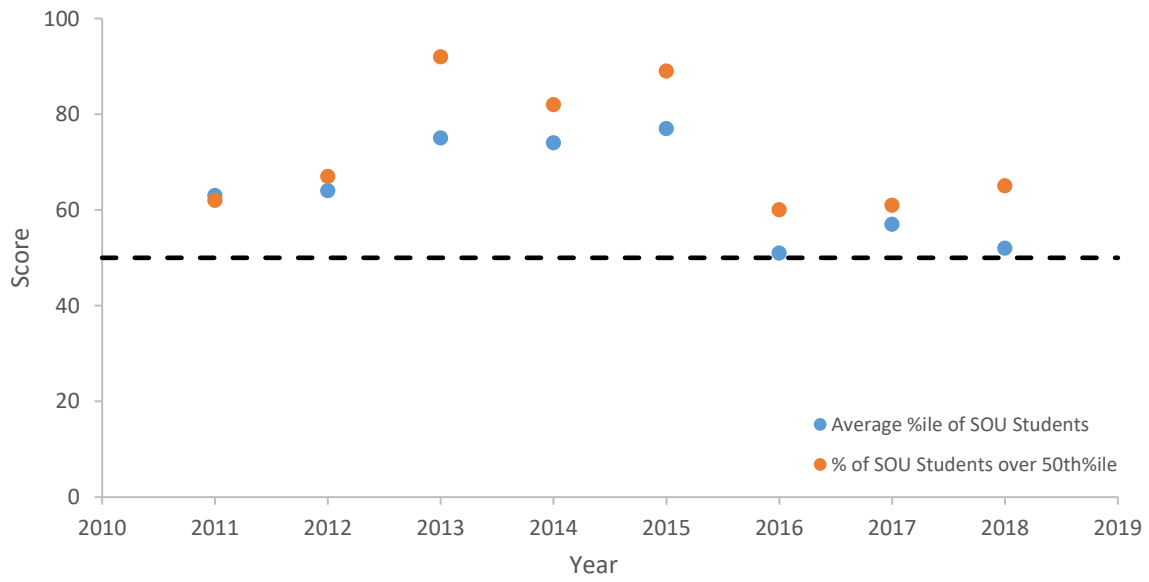
### CH 443 PChem ACS Scores



### ACS DUCK EXAM Raw Scores



### ACS DUCK EXAM Scores



Appendix: MCE.14

SOU 2019 Mid Cycle Report for NWCCU

Support Program Assessment Report Guide 2019

# 2018-19 Support Program Review Guidelines

## Support Program Review Requirements:

Respond to the following items in a narrative report. Please label each item in your report with the corresponding item number from the outline below. **Submit your 2018-19 Support Program Review to Chris Stanek (for shared storage in the TracDat/Improve file repository) by July 15<sup>th</sup>.**

### I. **Alignment of Program Outcomes**

- A. Describe how the program's outcomes align with its mission. [*\*TracDat/Improve: Mission is entered*]
- B. Briefly describe the extent to which outcomes are measurable. [*\*TracDat/Improve: Has a suitable number of outcomes in multiple areas that are appropriately grouped. Outcomes are operationally and strategically defined in performance-based and measurable terms and at the right level of granularity.*]
- C. Program Outcomes Match Related Core Themes & Strategic Direction Goals—*tell us about your processes and plans.* Briefly describe your progress toward adjusting and enhancing your program's outcomes to align with SOUs related themes which include the core themes and goals within the strategic directions. Briefly describe the process you used or are using. Is the information entered into the TracDat-Improve document repository?

### II. **Assessment of Outcomes**

- A. Describe how the assessments will provide evidence of successful achievement of program outcomes. [*\*TracDat/Improve: At least one outcome assessment is associated with each program outcome. Types of assessments are appropriate. Acceptable targets are recorded.*]
- B. Describe the results of your program outcomes. Do you have results for all of your program outcomes? How could you improve the nature of the data you collect for assessment purposes? Are the results easily applicable and transparent?
- C. Describe the extent to which program personnel are engaged in assessing program outcomes. What plans are in place to ensure or increase engagement of all program staff? [*\*TracDat/Improve: Contains minutes or notes from relevant meetings that demonstrate engagement of program staff.*]

### III. **Communication and Continuous Improvement Efforts**

- A. Detail if and how the program communicates its assessment plan and efforts to internal program staff, supervisors, or others. Means of communication may include newsletters, website updates, your mission statement, and/or staff agendas. [*\*TracDat/Improve: Contains examples of materials that communicate outcomes.*]
- B. Describe how the program uses data collected to inform program improvement efforts. Provide specific examples of how the program has used data in programmatic planning in the last year. If specific examples are not available, please explain your program's future plans. Were the improvements the result of changes to operations, procedures or measurement methods? Could improvements be due to other causes? [*\*TracDat/Improve: The results are clearly presented, and current results are explicitly compared to past results when possible.*]
- C. Describe the extent to which the program integrates the results of program outcomes into its vision and operations. For instance, does review and planning occur on a routine, scheduled basis? How could integration be improved? [*\*TracDat/Improve: Provide specific descriptions of current and intended improvements related to assessment results (e.g., Where and when will they occur? Who will implement them?) Based on the data collected, notate any outcomes where no improvements are needed.*]

### IV. **Reflection**

Based on this evaluation, what barriers/challenges/opportunities do you see to implementing current and future assessment initiatives in your program? How can the Support Program Assessment and Review Committee (SPARC) help?

\* TracDat software has been rebranded as Improve by the vendor.

Appendix: MCE.15

SOU 2019 Mid Cycle Report for NWCCU

Support Program Assessment Rubric 2018-19

## Support Programs Annual Assessment Review Rubric 2018-19

Indicate the status of the program's assessment efforts in the following categories.

Assessment Element	Current Status – Circle One			Evidence in Improve
	Meets Fully	Meets Partially	Does Not Yet Meet	
I. A. Program outcomes align with program's and University's mission	Program outcomes aligns fully with both missions	Some alignment exists between program outcomes and missions	Program outcomes are not well aligned with missions	Mission statement entered
I. B. Program outcomes are measurable and well-defined	All program outcomes are measurable and well-defined	Most program outcomes are measurable and well-defined	Few program outcomes are measurable and well-defined	Outcomes entered
I. C. Program outcomes align with related themes (core themes and strategic direction goals)	Program outcomes are aligned with new themes and evidence exists that outcomes were revised, added or considered	Some program outcomes appropriately align with new themes or evidence does not exist that outcomes were revised, added, or considered	No evidence exists that the program has begun to address the new themes or outcomes are aligned to inappropriate themes	Outcomes mapped to related themes
II. A. Each program outcome has appropriate outcome assessments with appropriate targets	All outcomes have assessments with appropriate targets	Some outcomes are assessed and have appropriate targets.	Few or no outcomes are assessed and have appropriate targets	Assessments with targets included
II. B. Program outcome data is suitable for analysis	Data collected provides a comprehensive understanding as it applies to assessment activities, and all program outcomes have suitable results	Data collected provides a partial or limited understanding as it applies to assessment activities, and some program outcomes have suitable results	Data collected does not provide an understanding as it applies to assessment activities, and No program outcomes have results or results are not suitable	Specific assessments and results are entered
II. C. Program staff are engaged in assessing program outcomes	All program staff engage in assessment activities	Most program staff engage in assessment activities	Few program staff engage in assessment activities	Related documents uploaded
III. A. Program communicates outcomes to staff and/or community in appropriate ways.	All program outcomes are communicated to staff, supervisor, and/or others in multiple ways appropriate to your program (online, in buildings, in newsletters, etc.)	Program outcomes are only partially communicated to staff, supervisor, and/or others	Program outcomes are not communicated to staff, supervisor, and/or others	Related documents uploaded
III. B. Program applies data from assessment results to new program improvement plans, and program improvement(s) plans have been implemented	Program improvement plans exist and are clearly informed by assessment results, and program improvement(s) have been implemented and documented	Program improvement plans partially exist or are not informed by assessment, and program improvement(s) currently being studied or planned but not yet implemented	Program improvement plans do not exist, and program improvement(s) not made or not planned	Action(s) Taken entered in results and outcomes, assessments, and/or targets have been added and/or redefined.
III. C. Program integrates the assessment process into its vision or operations	Assessment process is fully integrated in the program's vision or operations	Assessment process provides some value to the program's vision or operations	Assessment process plays little to no role in the program's vision or operations	If desired related documents uploaded

Appendix: MCE.16

SOU 2019 Mid Cycle Report for NWCCU

DMC RVTV social media report 19

# DMC & RVTV Analytics

October 2018-June 2019



# DMC Facebook

Fall 2018-Spring 2019

# DMC Facebook Throughout The Year

Date	9/24	10/22	11/26	12/19	1/28	2/20	3/14	4/22	5/
Page Likes	632	635	642	641	651	653	655	668	
Engagement	5	12	9	19	305	54	96	157	
Reach	101	93	101	131	552	225	367	831	

Note: I only picked one post per month, as any more would have been too much. Post-by-post growth will be shown in the next slide for the spring term.

# DMC Facebook Spring Term Analytics

Date	4/2	4/9	4/20	4/22	5/3	5/8	5/18	5/20	5/22	5/23	5/28	5/30	6/4
Reach	66	414	71	832	173	193	59	238	66	94	65	114	97
Engagement	1	76	0	158	53	37	4	75	3	6	18	36	18
Page Likes	658	663	669	668	673	673	677	677	677	678	679	680	680

# Top Performing DMC Posts

**DMC Southern Oregon Digital Media Center**  
Published by Kayle Blackmore [?] · January 28 · 🌐

Our next alumni highlight is the man, the myth, the legend, **Michael Paul Bryant!** Michael was a Communication major with a Film, TV, and Emerging Media concentration. He was a camera operator at the DMC, as well as a producer, director, and editor! "My favorite part about the DMC was breaking for lunch on RVTV Public Access Advisory Council productions. It was a regular fare of my favorite Ashland restaurants: Pizza, Chinese food, or breakfast burritos from Ruby's. And don't g... See More



**Get More Likes, Comments and Shares**  
Boost this post for \$30 to reach up to 22,000 people.

**552** People Reached      **290** Engagements  
Boost Post

👍 Like    💬 Comment    ➦ Share

### Performance for Your Post

**552** People Reached

**95** Reactions, Comments & Shares

<b>55</b> Like	<b>29</b> On Post	<b>26</b> On Shares
<b>22</b> Love	<b>14</b> On Post	<b>8</b> On Shares
<b>15</b> Comments	<b>9</b> On Post	<b>6</b> On Shares
<b>3</b> Shares	<b>3</b> On Post	<b>0</b> On Shares

**195** Post Clicks

<b>43</b> Photo Views	<b>0</b> Link Clicks	<b>152</b> Other Clicks
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**NEGATIVE FEEDBACK**


<b>1</b> Hide Post	<b>0</b> Hide All Posts
<b>0</b> Report as Spam	<b>0</b> Unlike Page

Reported stats may be delayed from what appears on posts

**DMC Southern Oregon Digital Media Center**  
Published by Kayle Blackmore [?] · October 24 · 🌐

Here at the DMC, we are so fortunate to meet so many talented students! That's why we will start highlighting awesome SOU alumni that have loved the DMC.

Our first alumni highlight is **James Montes De Oca!** James is a 2018 graduate and found his passion for photography through the equipment checkout at the DMC. He showcased his work at the Jeld Wen Gallery last spring. He was able to use cutting edge gear, and meet lifelong friends at the DMC. He is currently working on getting... See More



**Performance for Your Post**

**1,318** People Reached

**173** Reactions, Comments & Shares

<b>130</b> Like	<b>25</b> On Post	<b>105</b> On Shares
<b>20</b> Love	<b>3</b> On Post	<b>17</b> On Shares
<b>1</b> Wow	<b>1</b> On Post	<b>0</b> On Shares
<b>17</b> Comments	<b>1</b> On Post	<b>16</b> On Shares
<b>5</b> Shares	<b>5</b> On Post	<b>0</b> On Shares

**421** Post Clicks

<b>101</b> Photo Views	<b>4</b> Link Clicks	<b>316</b> Other Clicks
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**NEGATIVE FEEDBACK**

<b>1</b> Hide Post	<b>0</b> Hide All Posts
<b>0</b> Report as Spam	<b>0</b> Unlike Page

Reported stats may be delayed from what appears on posts

Why these worked: tagging alum helped family and friends engage with the posts, and share them to their personal pages. Adding James' work was also very helpful!

# Spring Term Top DMC Posts

**Southern Oregon Digital Media Center**  
Published by Kayle Blackmore · April 22 at 4:11 PM · 🌐

Our next DMC alumni highlight is **Felisha Le'Cher!**

Felisha was a Communication major at Southern Oregon University and graduated in 2017. She worked at the DMC as a Production Assistant, and later became a video editor for a client who she met through the DMC. Now, Felisha is working as a video editor and photojournalist at KTVL CBS 10 News, Medford. "I loved working at the DMC because I not only got experience in all aspects of studio and field production- like camera operat... [See More](#)



**Get More Likes, Comments and Shares**  
Boost this post for \$30 to reach up to 9,700 people.

**831** People Reached      **157** Engagements      [Boost Post](#)

👍❤️ 22      2 Comments 3 Shares

👍 Like    💬 Comment    ➦ Share    ⌵

Takeaways from DMC  
Facebook: People love to see people they know!  
Alumni posts were a great way to engage the community and inspire current students. I learned to tag as many people and pages as possible, as they will likely share it too.  
Current students love to see themselves and their classmates featured, so going to events and getting photos is valuable.

**Southern Oregon Digital Media Center**  
May 20 at 12:08 PM · 🌐

Rain or shine, SOU students are coming together to make their dreams a reality! What are you wanting to create? Check out our website in our bio to see lab hours and equipment you can checkout.  
Picture credit: @domine.sarah  
[#soudmc](#) [#digitalmedia](#) [#souashland](#)

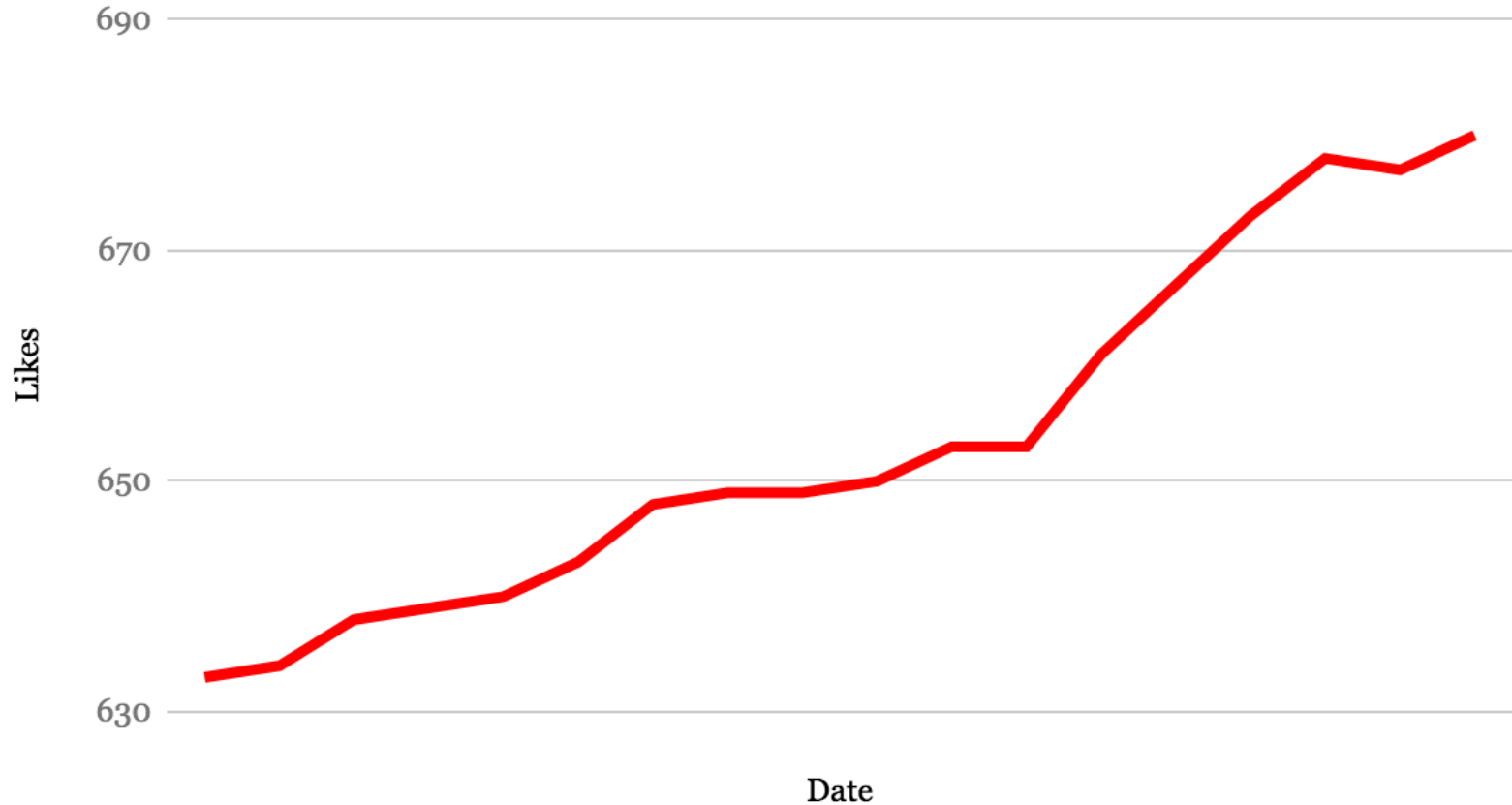


**Get More Likes, Comments and Shares**  
Boost this post for \$30 to reach up to 4,900 people.

**238** People Reached      **75** Engagements      [Boost Post](#)

👍❤️ Mig Windows, Caroline Cabral and 11 others      1 Share

# DMC Page Likes on Facebook Throughout the Year



# DMC Instagram

Fall 2018-Spring 2019

# DMC Instagram Throughout The Year

Date	10/10	11/9	1/7	1/26	2/5	3/6	4/12	5/20	6/1
Post Likes	19	21	18	30	41	22	31	44	26
Reach	171	171	170	169	232	208	202	202	181
Followers	467	475	478	487	498	510	517	530	535



# DMC Instagram Spring Term Analytics

Date	4/2	4/12	4/25	5/6	5/20	5/22	5/30
Post Likes	20	31	12	32	45	21	26
Impressions	333	411	230	293	377	229	345
Reach	192	203	171	197	203	169	180

# Top Performing DMC Instagram Posts



**soudmc** • Following  
Southern Oregon Digital Media Center

soudmc Exciting things are happening in studio B...comment down below what your guess is.

Stay tuned for more info!

#SOUDMC #DigitalMedia #AshlandOR #ThatIsSOU

anna\_rad23 Hey that's me  
christv Is it a smash labs studio for slowmo shoots 🥰🥰 with @smashlabstv

soudmc @anna\_rad23 thanks for letting us feature you!

mendesannna @christv I wish!

hipster\_2016 @christv that would be dope

andyherndon VR studio?

♡ 💬 ↗ 📌

45 likes

OCTOBER 22

Add a comment...



**soudmc**  
Southern Oregon Digital Media Center

soudmc It's really this simple. Head to the DMC!

mendesannna This is awesome!  
soudmc @mendesannna you're awesome! Thanks for all your help!

emilycallahan5 This is my favorite video ever

anna\_rad23 What a wonderful place

mark\_pescetti I need to get back in. Last time was perfect

♡ 💬 ↗ 📌

171 views

FEBRUARY 4

Add a comment...

Why these worked: a short, catchy video with someone very well known on campus, a well shot & edited photo (thanks Danny!)

# More Top Performing DMC Instagram Posts



 soudmc  
Southern Oregon Digital Media Center


soudmc DMC GIVEAWAY!

Need a thumb drive to save all your projects this term? We are giving away custom DMC thumb drives to two people!  
HOW TO ENTER:  
1- Follow us on Instagram @soudmc  
2- Like this picture  
3- Tag a friend (one person = one entry. You can be entered multiple times!)  
Names will be randomly chosen on Saturday, February 16, 2019 and will be contacted via Instagram DM's. Good luck, and watch out for more DMC giveaways!

View all 30 comments

sixsix @nathaniel\_orr I'm trying to get some free stuff

nathaniel\_orr @sixsix me aswell


   Liked by dannyleaire and 43 others

FEBRUARY 11

Add a comment...



 soudmc • Following  
Ashland, Oregon

 soudmc Happy week 6! Who in this group did we do an alumni highlight on? Head to our Facebook page to learn more!

Also reminder that today is the LAST DAY to submit your films to @soustudentff! Turn them in ASAP! #soudmc #souashland #digitalmedia

3w

 Liked by mendesanna and 30 others

MAY 6

Add a comment...

Post

Why these worked: The thumb drive giveaway was a big success, being that the only thing people had to do was like the photo and tag a friend. As previously mentioned, students seeing themselves and their peers increases engagement and following!

# October - June Instagram Following

Started with 467 followers, and ended with 535 followers.

**What to do next year for the DMC Instagram?**

Continue to post regularly, create a diverse range of content (videos, photos, Photoshop files).

# DMC Twitter

Fall 2018-Spring 2019

# DMC Twitter Throughout The Year

Date	1/2	1/14	2/4	2/20	3/6	4/25	5/10	5/20	6/4
Post Likes	9	2	15	2	1	6	7	3	12
Impressions	444	190	1,346	218	178	758	768	254	381
Followers	367	369	371	378	385	390	391	393	394

# Top Performing DMC Twitter Posts



Digital Media Center  
@souDMC



The DMC has so much to offer! From 4K cameras to our VR studio, we have you covered. Checkout the DMC today!



12:13 PM - 11 Apr 2019

5 Retweets 18 Likes



5



18



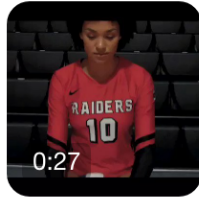
With 18 likes, 5 retweets, 1,279 total impressions and 256 media views, this is the most interactive tweet this school year.

# More Top Performing DMC Tweets



**Digital Media Center** @souDMC · May 10

Shoutout to our very own @itsAnnaMendes and @DannyLeClaire14 for producing these promo videos for the Ballers Ball!



**SOU BRC** @BrcSou

GET READY SOU!!!

JUNE 7th!!!

#SOUBALLERSBALL

Featuring our Women's Volleyball BRC Reps! 🏐: ...



**Digital Media Center** @souDMC · Apr 25

Mark your calendars! On May 29th, a Canon representative will be visiting the DMC to demo new cameras and lenses. Be sure to come out and see the latest and greatest gear! [pic.twitter.com/zxkT2O9SN1](https://pic.twitter.com/zxkT2O9SN1)

[View Tweet activity](#)

755

13

1.7%

Promote



# RVTV Facebook

Fall 2018-Spring 2019

# RVTV Facebook Throughout The Year


Date	10/22	11/6	12/21	1/14	2/15	3/29	4/9	5/12	5/18
Page Likes	0	1	2	1	3	5	1	28	9
Engagement	0	5	3	1	4	11	3	17	26
Reach	49	73	112	76	67	100	69	117	229

# Top Performing RVTV Facebook Posts

**Rogue Valley Community Television**  
Published by Kayle Blackmore · May 12 at 4:27 PM · 🌐

This past Friday, our very own Andy Draper had his last show on RVTV. For those who don't know, Andy hosted his first show on RVTV in 2013 and has been an integral part of our community ever since. A Navy Veteran, Draper is a Peer Specialist with the Department of Veterans Affairs, and will be transferring to a Community Based Outreach Clinic in Georgia.

Draper told us his most memorable guest was Dr. Geneva Craig and hearing her life story. "She is one of this country's uns... See More



**Get More Likes, Comments and Shares**  
Boost this post for \$20 to reach up to 3,600 people.

119 People Reached 28 Engagements **Boost Post**

👍 8 1 Comment 1 Share

Like Comment Share

**Performance for Your Post**

119 People Reached

11 Reactions, Comments & Shares #

6 Like	6 On Post	0 On Shares
3 Love	3 On Post	0 On Shares
1 Comments	1 On Post	0 On Shares
1 Shares	1 On Post	0 On Shares
17 Post Clicks		
6 Photo Views	0 Link Clicks #	11 Other Clicks #

**NEGATIVE FEEDBACK**

0 Hide Post 0 Hide All Posts  
0 Report as Spam 0 Unlike Page

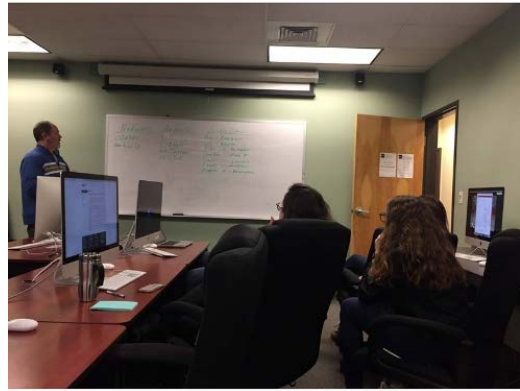
Reported stats may be delayed from what appears on posts

## Why these worked:

- Highlighting important people within the RVTV Community
  - Charles and Andy who were very involved with RVTV received a lot of engagement and action
- Student engagement
  - People love seeing SOU students involved!

**Rogue Valley Community Television**  
Published by Kayle Blackmore · February 4 · 🌐

Students in Broadcast Journalism were busy tonight at the Southern Oregon Digital Media Center planning their first newscast, which will be LIVE next Monday from 6:00-6:30pm on RVTV Prime! Be sure to watch out next week to see a show full of weather, sports, and all things SOU!



**Get More Likes, Comments and Shares**  
Boost this post for \$20 to reach up to 3,600 people.

160 People Reached 22 Engagements **Boost Post**

👍 3 1 Share

# DMC & RVTV 2018-19

## Overall

# What Worked

- **Alumni Highlights**
  - People like seeing people they know!
  - Puts a face to the DMC
  - Takes nervousness away from newcomers
- **“This is Erika” Video**
  - Adds humor to a mostly “serious” page
  - Brings more attention to the checkout counter & current students
- **Gear Checkout Videos**
  - Shows students new gear to checkout
  - Peaks interest and interaction in the DMC
- **Quality Shot & Edited Photos of the DMC**
  - Made students curious to check out new places in the DMC (i.e. studio B, etc.)

# Next Year ?

## Things to Continue:

- Alum highlights
- Videos
  - Light-hearted videos
  - Equipment videos
- Tagging multiple accounts
  - SOU Film Festival, COMM, EMDA, etc.)
- Quality Photos
  - Courtesy of Danny!

## Things I Would do Differently:

- More consistent posts
- Pull off better giveaways with more engagement and action
- Highlight current “star” students
  - Motivate and encourage other students
- Take advantage of Twitter more
- Go to more DMC/COMM/EMDA events

Appendix: MCE.17

SOU 2019 Mid Cycle Report for NWCCU

Value Results SOU vs Natl 2018

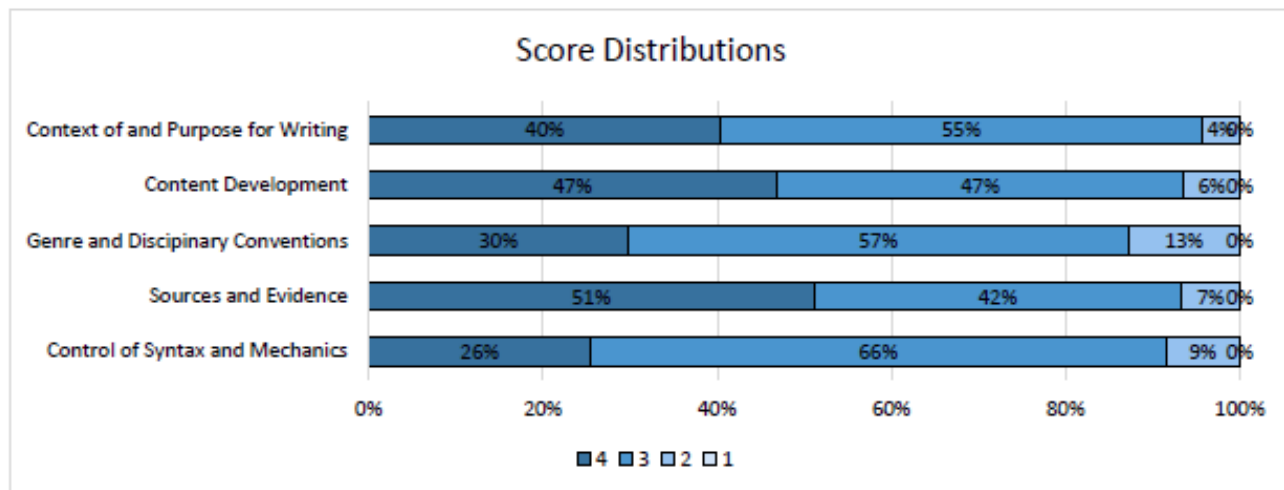
## Value Institute

- Uses AACU's value rubrics to score artifacts
- Last year it transitioned from Multi-State Collaborative to Value Institute
- Submitted capstones from each program for scoring in critical thinking, written communication, or quantitative literacy
- Maximum of 10 artifacts allowed per instructor (if more than 10 students in a class then random samples selected)
- Scorer training includes reliability and norming to provide strong inter-rater reliability



# Written Communication

## SOU Scores (n=47)



### SOU Programs Participating:

GSWS

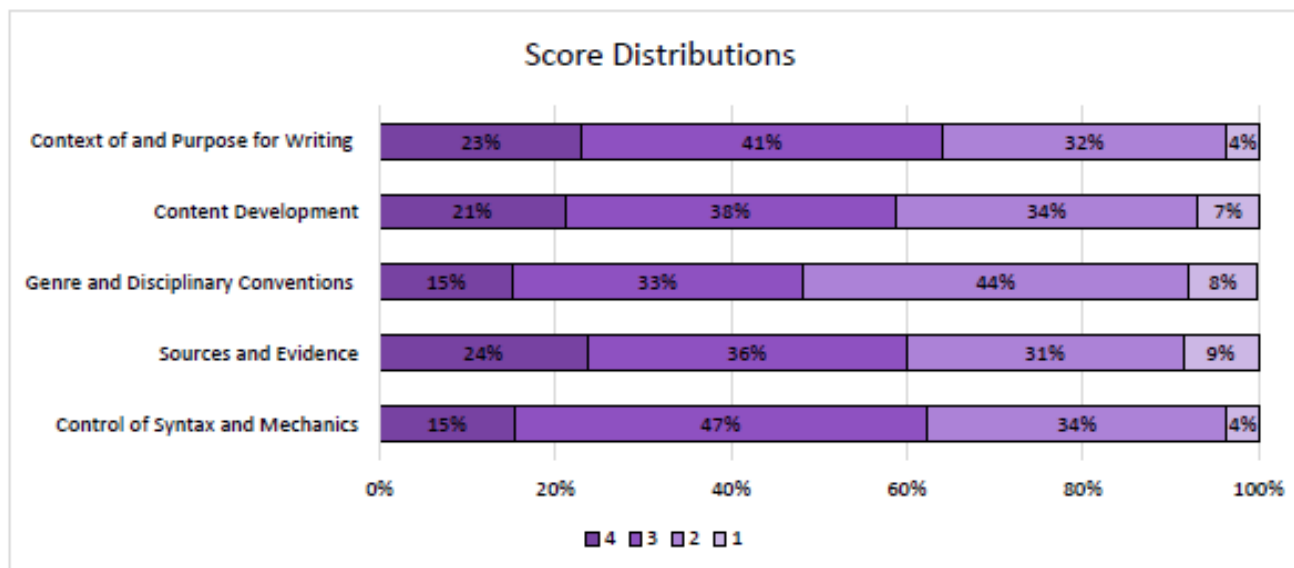
Honors

Math

English

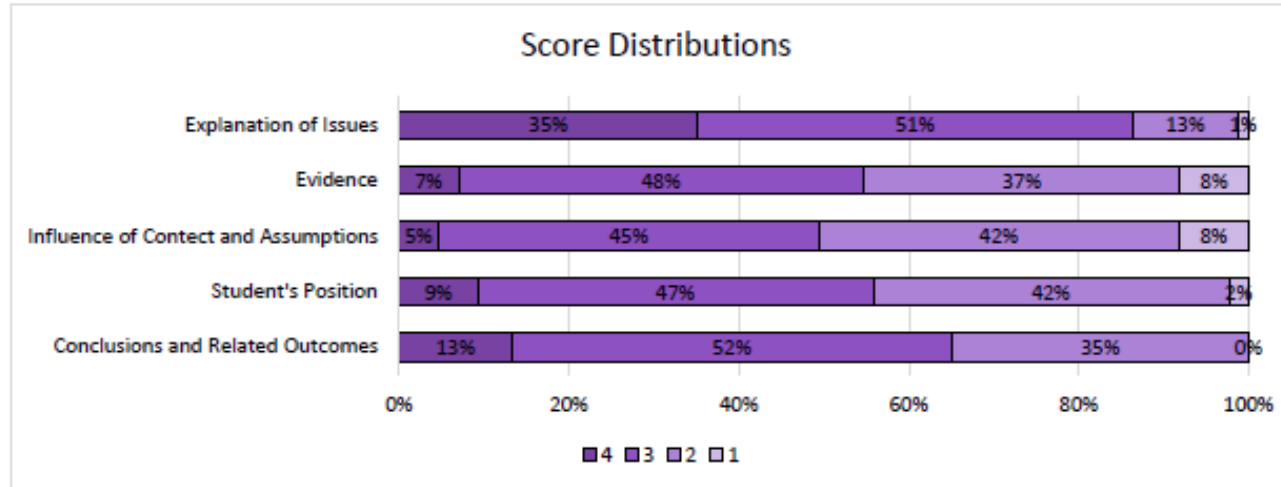
SOAN

## National Scores (n=1264, representing 13 institutions)



# Critical Thinking

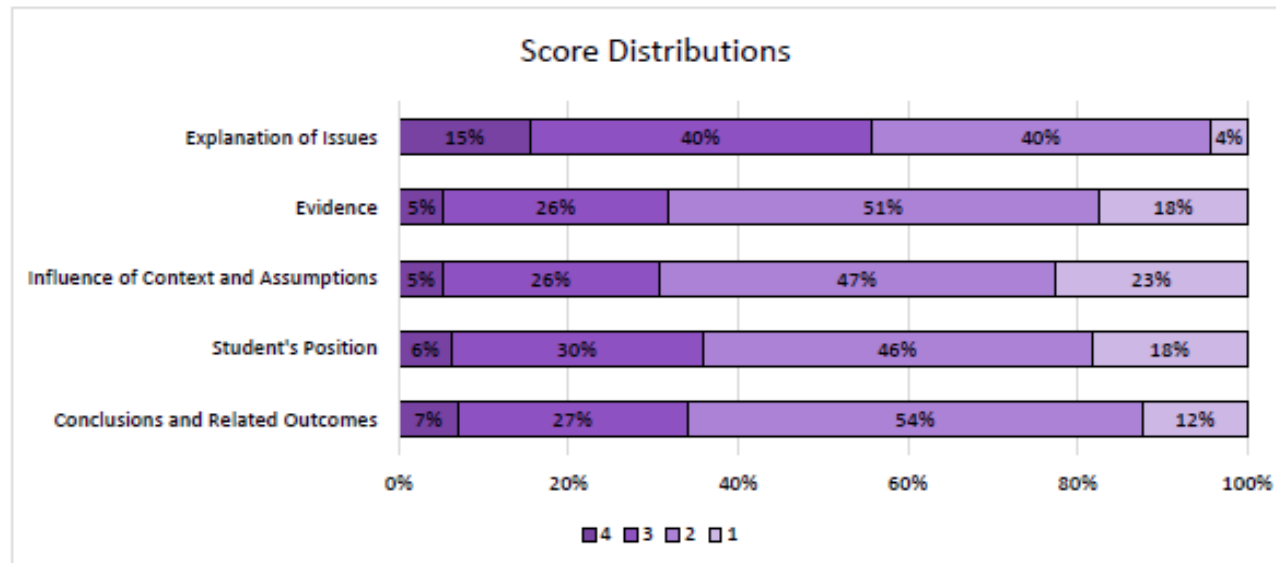
SOU Scores (n=92)



SOU Programs Participating:

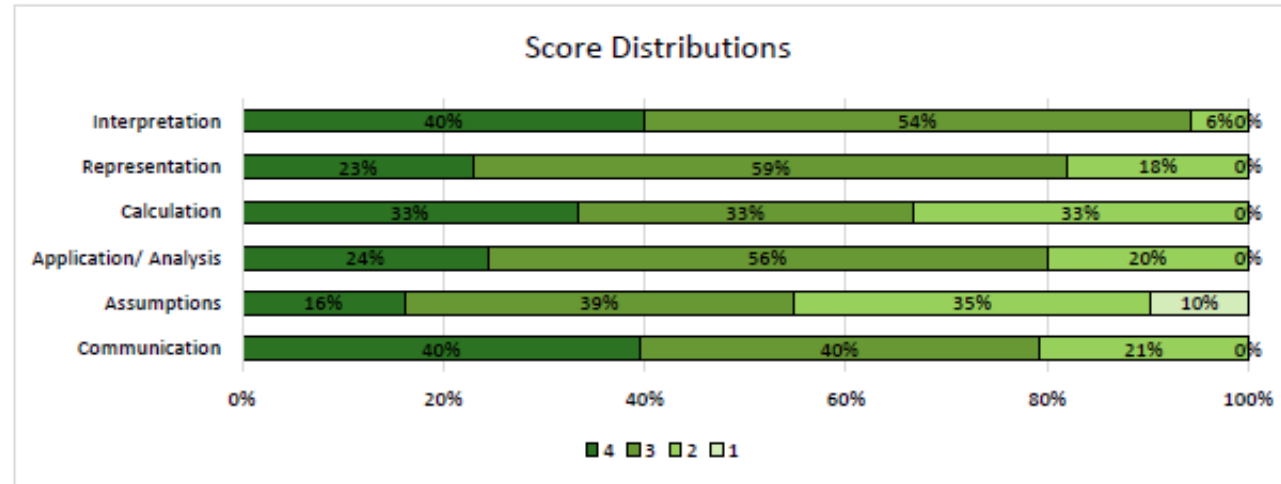
- GSWS
- Economics
- Business
- Honors
- INL
- English
- SOAN
- Biology
- Chemistry

National Scores (n=1732, representing 15 institutions)



# Quantitative Literacy

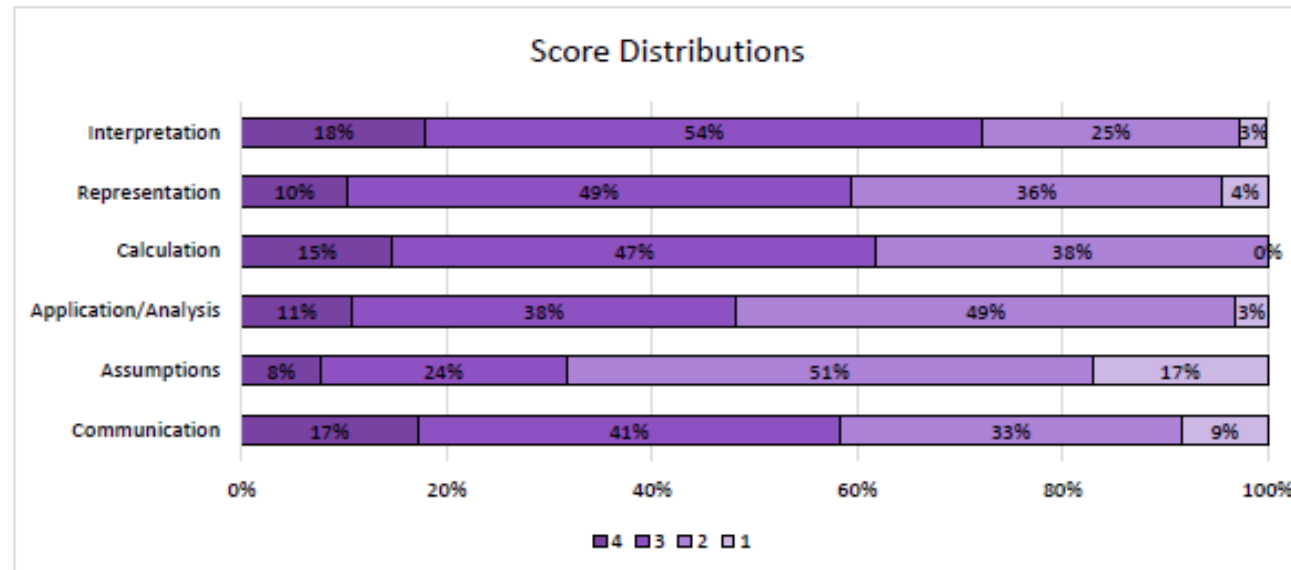
## SOU Scores (n=59)



### SOU Programs Participating:

- Economics
- Business
- INL
- Math
- Biology
- Chemistry

## National Scores (n=353, representing 5 institutions)



Appendix: MCE.18

SOU 2019 Mid Cycle Report for NWCCU

NSSE Charts

## 2019 NSSE Questions - First Year Responses

### 3. During the current school year, about how often have you done the following?

		n	%
a. Talked about career plans with a faculty member	1 Never	13	15
	2 Sometimes	49	43
	3 Often	27	26
	4 Very often	18	16
	Total	107	100
mean		<b>2.4</b>	

### 4. During the current school year, how much has your coursework emphasized the following?

		n	%
b. Applying facts, theories, or methods to practical problems or new situations	1 Very little	5	5
	2 Some	28	26
	3 Quite a bit	50	49
	4 Very much	22	21
	Total	105	100
mean		<b>2.8</b>	

		n	%
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	1 Very little	3	3
	2 Some	27	25
	3 Quite a bit	46	46
	4 Very much	27	26
	Total	103	100
mean		<b>2.9</b>	

		n	%
d. Evaluating a point of view, decision, or information source	1 Very little	4	5
	2 Some	21	20
	3 Quite a bit	46	45
	4 Very much	31	30
	Total	102	100
mean		<b>3.0</b>	

		n	%
e. Forming a new idea or understanding from various pieces of information	1 Very little	5	7
	2 Some	25	23
	3 Quite a bit	46	46
	4 Very much	24	24
	Total	100	100
mean		<b>2.9</b>	

## 2019 NSSE Questions - First Year Responses

### 11. Which of the following have you done or do you plan to do before you graduate?<sup>§</sup>

		n	%
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	Have not decided	18	20
	Do not plan to do	9	9
	Plan to do	60	64
	Done or in progress	7	8
	Total	94	100

Means indicate the percentage who responded "Done or in progress."

mean **8%**

		n	%
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam,	Have not decided	21	24
	Do not plan to do	11	11
	Plan to do	60	61
	Done or in progress	3	3
	Total	95	100

Means indicate the percentage who responded "Done or in progress."

mean **3%**

### 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

		n	%
a. Writing clearly and effectively	1 Very little	5	6
	2 Some	24	26
	3 Quite a bit	43	46
	4 Very much	19	22
	Total	91	100

mean **2.8**

		n	%
b. Speaking clearly and effectively	1 Very little	7	8
	2 Some	34	38
	3 Quite a bit	32	36
	4 Very much	16	18
	Total	89	100

mean **2.6**

		n	%
c. Thinking critically and analytically	1 Very little	4	5
	2 Some	15	17
	3 Quite a bit	51	56
	4 Very much	21	23
	Total	91	100

mean **3.0**

## 2019 Main NSSE Questions - Senior Responses

### 3. During the current school year, about how often have you done the following?

		n	%
a. Talked about career plans with a faculty member	1 Never	35	12
	2 Sometimes	118	38
	3 Often	88	29
	4 Very often	64	20
	Total	305	100
mean		<b>2.6</b>	

### 4. During the current school year, how much has your coursework emphasized the following?

		n	%
b. Applying facts, theories, or methods to practical problems or new situations	1 Very little	11	4
	2 Some	65	22
	3 Quite a bit	134	44
	4 Very much	91	30
	Total	301	100
mean		<b>3.0</b>	

		n	%
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	1 Very little	8	3
	2 Some	80	27
	3 Quite a bit	118	39
	4 Very much	92	32
	Total	298	100
mean		<b>3.0</b>	

		n	%
d. Evaluating a point of view, decision, or information source	1 Very little	14	5
	2 Some	79	27
	3 Quite a bit	126	42
	4 Very much	78	27
	Total	297	100
mean		<b>2.9</b>	

		n	%
e. Forming a new idea or understanding from various pieces of information	1 Very little	12	4
	2 Some	82	28
	3 Quite a bit	129	43
	4 Very much	73	25
	Total	296	100
mean		<b>2.9</b>	

## 2019 Main NSSE Questions - Senior Responses

### 11. Which of the following have you done or do you plan to do before you graduate?<sup>5</sup>

		n	%
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	Have not decided	32	12
	Do not plan to do	39	14
	Plan to do	77	27
	Done or in progress	141	48
	Total	289	100

mean **48%** Means indicate the percentage who responded "Done or in progress."

		n	%
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	Have not decided	10	4
	Do not plan to do	5	2
	Plan to do	95	34
	Done or in progress	176	61
	Total	286	100

mean **61%** Means indicate the percentage who responded "Done or in progress."

### 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

		n	%
a. Writing clearly and effectively	1 Very little	14	5
	2 Some	76	26
	3 Quite a bit	107	39
	4 Very much	88	30
	Total	285	100

mean **2.9**

		n	%
b. Speaking clearly and effectively	1 Very little	21	7
	2 Some	80	28
	3 Quite a bit	95	33
	4 Very much	90	31
	Total	286	100

mean **2.9**

		n	%
c. Thinking critically and analytically	1 Very little	10	4
	2 Some	48	17
	3 Quite a bit	111	39
	4 Very much	118	41
	Total	287	100

mean **3.2**



## 2019 Topical Module Questions (First-year to Senior Transition)

- These questions posed to senior respondents only -

### 1a. After graduation, what best describes your immediate plans?

	n	%
Full-time employment	90	54
Part-time employment	17	10
Graduate or professional school	36	21
Military service	0	0
Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	2	1
Internship (paid or unpaid)	4	2
Travel or gap year	6	3
No plans at this time	7	5
Other, please specify:	8	5
<b>Total</b>	<b>170</b>	<b>100</b>

### 1b. Do you already have a job for after graduation? <sup>j</sup>

	n	%
No	49	45
Yes, I will start a new job	16	15
Yes, I will continue in my current job	41	40
<b>Total</b>	<b>106</b>	<b>100</b>
mean	<b>55%</b>	Means indicate the percentage who responded "Yes..."

### 2. To what extent have courses in your major(s) prepared you for your post-graduation plans?

	n	%
1 Very little	15	10
2 Some	38	22
3 Quite a bit	65	37
4 Very much	53	31
<b>Total</b>	<b>171</b>	<b>100</b>
mean		<b>2.9</b>

### 3. Do you intend to work eventually in a field related to your major(s)? <sup>j</sup>

	n	%
Yes	236	83
No	12	5
Unsure	34	12
<b>Total</b>	<b>282</b>	<b>100</b>
mean	<b>83%</b>	Means indicate the percentage who responded "Yes..."

## 2019 Topical Module Questions (First-year to Senior Transition)

- These questions posed to senior respondents only -

### 6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

		n	%
a. Critical thinking and analysis of arguments and information	1 Very little	1	1
	2 Some	25	9
	3 Quite a bit	110	38
	4 Very much	148	53
	Total	284	100
	mean	<b>3.4</b>	
b. Creative thinking and problem solving	1 Very little	0	0
	2 Some	21	7
	3 Quite a bit	110	39
	4 Very much	152	54
	Total	283	100
	mean	<b>3.5</b>	
c. Research skills	1 Very little	5	2
	2 Some	37	13
	3 Quite a bit	116	41
	4 Very much	126	44
	Total	284	100
	mean	<b>3.3</b>	
d. Clear writing	1 Very little	3	1
	2 Some	24	9
	3 Quite a bit	116	41
	4 Very much	142	49
	Total	285	100
	mean	<b>3.4</b>	
e. Persuasive speaking	1 Very little	11	4
	2 Some	63	22
	3 Quite a bit	111	38
	4 Very much	99	36
	Total	284	100
	mean	<b>3.1</b>	
f. Technological skills	1 Very little	11	3
	2 Some	75	26
	3 Quite a bit	108	37
	4 Very much	91	33
	Total	285	100
	mean	<b>3.0</b>	

## 2019 Topical Module Questions (First-year to Senior Transition)

- These questions posed to senior respondents only -

		n	%	
g. Financial and business management skills	1	Very little	43	14
	2	Some	107	38
	3	Quite a bit	86	31
	4	Very much	47	16
	Total		283	100
		mean	<b>2.5</b>	
		n	%	
h. Entrepreneurial skills	1	Very little	68	23
	2	Some	112	40
	3	Quite a bit	61	22
	4	Very much	42	15
	Total		283	100
		mean	<b>2.3</b>	
		n	%	
i. Leadership skills	1	Very little	6	2
	2	Some	47	16
	3	Quite a bit	101	36
	4	Very much	130	45
	Total		284	100
		mean	<b>3.2</b>	
		n	%	
j. Networking and relationship building	1	Very little	11	4
	2	Some	72	25
	3	Quite a bit	102	37
	4	Very much	99	34
	Total		284	100
		mean	<b>3.0</b>	