

Gen Ed Results Report 2019-2020

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
1. Critical Thinking and Effective Communication	1.a. Evaluate information for the purposes of making informed decisions {Problem Solving VALUE Rubric}	Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	1.1 (GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	Of the 30 students enrolled in CA300, 22 (73%) of them scored at least a 3 on the 0-4 scale used in the Problem Solving rubric in identifying potentially hazardous food. (6/21/2020)	Target Met
		Program - Family Science (including Minor) - BS {2016-2017}	2.1 (GEO 1.a.)	Students will evaluate information for the purposes of making informed decisions (NOTE: Part of being a CFLE requires that students learn to engage in evidence-based practice; in other words, they must use both peer-reviewed and their own research, along with current theoretical approaches to design, implement, and evaluate educations programs for adult learners on some aspect of family life).	The average score of FS 465 students will be at least a 3.2 (B) on the AAC & U Problem Solving Value Rubric for their completed needs assessment papers.	The average score of FS 465 students in spring 2020 on the Problem Solving Value Rubric was a 3.72 on their detailed lesson plan; results were inconclusive as to whether or not the target was met.	Inconclusive
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Critical Thinking VALUE Rubric.	This assessment was due to be administered during the Spring of 2020 in PRO 490. Due to the public health emergency, the assessment was not administered. It will be administered both Fall of 2020 and Spring of 2021.	Inconclusive
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This assessment was due to be administered during the Spring of 2020 in PRO 490. Due to the public health emergency, the assessment was not administered. It will be administered both Fall of 2020 and Spring of 2021.	Inconclusive
	1.b. Analyze the arguments and points of view of others	Program - Art History - Minor {2019-2020}	3.1 (GEO 1.b.)	Students in ART 212 Art History Survey II will successfully complete the written comparison and contrast portion of the final exam.	The average score of ART 212 art history minors will be at least a "2" on the 1-4 scale using the Critical Thinking	This is a new outcome assessment used by Survey II which is only taught in Spring semesters. The spring 2021	Inconclusive

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	{Critical Thinking VALUE Rubric}	Program - Art History - Minor {2019-2020}	3.1 (GEO 1.b.)	Students in ART 212 Art History Survey II will successfully complete the written comparison and contrast portion of the final exam.	VALUE Rubric.	should be the first semester adapting this assessment.	Inconclusive
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	<p>Due to COVID-19, students in this class had difficulty completing the PTA. Faculty shifted the class completely online, which meant they did not have the same access to me and my feedback throughout the second half of the semester. The students who completed the PTA struggled with their arguments and conclusions. Several of them had research questions, but did not have a thesis to answer the questions they posed, others had thesis statements but they were too broad for a project of this length. Considering the circumstances, the students did well; overall, however, they struggled to understand with many aspects of the work.</p> <p>Due to COVID-19, 6 students did not submit a PTA. They are not included in this assessment.</p>	Inconclusive
		Program - Human Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The overall average score for students in an upper-level GEO course completing the discussion board assignment in GEO 318 or GEO 314 will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	<p>Results for GEO 318 (10 total students):</p> <p>4 = 1 3 = 2 2 = 5 1 = 1</p> <p>One student did not complete the assignment. Average = 2.3</p> <p>GEO 314 was not taught in Spring 2020 due to low</p>	Target Not Met

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		Program - Human Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The overall average score for students in an upper-level GEO course completing the discussion board assignment in GEO 318 or GEO 314 will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	enrollment.	Target Not Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.b.)	To demonstrate the ability to apply legal concepts, theories and analytical methods (critical thinking).	The average student score on the capstone application project will be at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking VALUE rubric.	Thirteen (13) students were enrolled in PLG 440 Practical Legal Lab in 2019-20 (six students in Fall 2019, seven students in Spring 2020), and completed the assigned capstone application project(s). Using the AAC&U Critical Thinking VALUE rubric, eleven (11) students, or about 85% of students, scored at least a 3, with six (6) of those eleven scoring a four (4). Two (2) students each scored a two (2). The average rubric score of the students as a whole was 3.30.	Target Met
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	The average score of philosophy minors will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment in any philosophy course.	There were no minors enrolled in the courses. No results to be collected.	Inconclusive
			1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	For Fall 2019, samplings from 10 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.316 For Spring 2020, samplings from 13 courses were assessed using the critical thinking value rubric: total spring average score= 3.349 Total 19-20 score 3.333	Target Met

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			1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	The average score of students in a philosophy course will be a '3' on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric on the argument identification and/or argument evaluation assignment.	{Please see attached spreadsheet and original scans for individual student scores.}	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	PS 313 students evaluated in the program will average a score of at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric in evaluating an existing experimental procedure.	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	Inconclusive
			2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	PS 313 students will average a score of at least a "3" on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	Inconclusive
			4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a "3" on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	PS 313 was not offered this year; therefore, no students were enrolled to complete this assessment.	Inconclusive
		Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	Of the seven students enrolled in POL 250 World Politics in Fall 2019, five submitted the analytic writing assignment. Those five students' submissions were scored using the Critical Thinking VALUE Rubric, and the overall average score was a 3.4, down slightly from last year's score of 3.6. However, the achievement target was met. In addition, only one student scored below the target of	Target Met

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		Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	3.0, though they were close, at 2.8. The highest score was a 4.0. Overall averages across the rubric's five dimensions were all above 3.0, but were lowest (at 3.2) for the "evidence" category. This represented both continuity and slight decline with respect to last year's results, when the "evidence" category was one of the lowest dimensions of performance but had an average score of 3.5.	Target Met
		Program - Pre-Law - Minor {2019-2020}	1.1 (GEO 1.b.)	Students will demonstrate the ability to analyze the arguments and points of view of others.	The overall average score of students completing the analytical assignment required in one of the Logic & Moral Reasoning courses in the minor curriculum (PHL 204 Ethics and PHL 205 Logic) will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	Unable to complete assessment. During the Spring 2020 semester, there were only two pre-law minors, and neither took PHL 204 Ethics nor PHL 205 Logic during the 2019-2020 academic year.	Inconclusive
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Critical Thinking VALUE Rubric.	This assessment was due to be administered during the Spring of 2020 in PRO 490. Due to the public health emergency, the assessment was not administered. It will be administered both Fall of 2020 and Spring of 2021.	Inconclusive
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This assessment was due to be administered during the Spring of 2020 in PRO 490. Due to the public health emergency, the assessment was not administered. It will be administered both Fall of 2020 and Spring of 2021.	Inconclusive
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological,	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The	Target Met

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		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each of them was scored well above the target	Target Met

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		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	of 1.5 on the AACU Inquiry and Analysis rubric.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then	Target Met

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			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each scored well above the target of 2.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level	Target Met

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			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each of them was scored well above the target of 2 on the AACU Critical Thinking Rubric.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	Only one women's studies major was enrolled in WS 200 this year, and she had to withdraw from the university before she completed the class.	Inconclusive
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	There was only one women's studies major enrolled in WS 200 in academic year 2019-20, and she had to withdraw from school before the end of the spring semester, and had submitted no assignments to be assessed.	Inconclusive
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	Ten upper Level WS papers (300 and 400 random selection from 2019-20 WS courses) –five different cross-listed or related disciplines: philosophy, religious studies, English, public health, and family studies, are represented in the sample. This year we had a sample set of ten essays, one from a major and nine from	Target Not Met

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			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women’s creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	A sample set of at least six research or analytic essays from at least three upper level women’s studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	nonmajors/nonminors. Using the Critical Thinking AACU Value Rubric, the ten papers had a range of 1.6 to 4 the overall average was 3.14 the major/minor score was - 4 the non-minors/non--majors average score was – 3.04 The women's studies major student score was higher than the target number The average overall and the average of the nonmajor/nonminor students was higher than the target of 3 However, five students scored below the target score of 3.	Target Not Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women’s creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	The collective average score for those students' assessed papers will be a 2 on the AAC&U Inquiry and Analysis Value Rubric.	NOTE: I should have changed the Direct Assessment of this section to specify the use of the Inquiry and Analysis Rubric, since last year I said I would discard the old department rubric and replace it with the Inquiry and Analysis rubric. Last year I suggested that the rubric target should be a "2." I am now reporting results from the application of the Inquiry and Analysis rubric to the 2019-20 paper sample set. Ten upper Level WS papers (300 and 400 random selection from 2019-20 WS courses) –five different cross-listed or related disciplines: philosophy, religious studies, English, public health, and family studies, are	Target Met

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			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women’s creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women’s Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	There were THREE four hundred level projects completed by two students this year, one major and one minor. FIRST PROJECT: The minor graduated in December 2019, and she chose women's studies as the discipline for her senior Honors 402 project, which was a compiled anthology of women's essays on the topic "I knew I was a woman when..." The anthology included photographs by women as well as the essays, all of which were compiled in a print version. Her introduction included references to secondary literature about anthologies, and her own analysis of the collection itself. SECOND PROJECT: a senior women's studies major graduated in May, 2020. For her required WS 499: Capstone paper, she wrote an analysis of a memoir by a Nepali woman. The biography	Target Met

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			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women’s creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women’s Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	was published in the Nepali language, but the graduate translated passages into English, and then analyzed the memoir using feminist theory and disability theory, and drew conclusions about how this memoir lives at the intersection of both theories. Because of her disability, the author of the memoir writes with her feet, and is an important literary figure in her native country. This graduate's Capstone paper is truly original, and publishable, because of there is no analysis in English of this writer, who should be internationally known. THIRD PROJECT: The women's studies student who graduated in May, 2020 also completed a senior HO 402 project in the discipline of women's studies. She compared differing perceptions of female political leaders among Nepali college age students living in Nepal with Nepali college students studying abroad and second generation Nepali students living outside of Nepal. She used social media and online surveys to compile and analyze original and significant data which could be useful in further research in international politics and public policy. All three of these projects scored perfect 4's in every category of the AACU Value rubric for Inquiry and analysis. I have not attached rubric data, because there was no	Target Met

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	1.c. Present information, arguments, and ideas in oral, written and visual forms for their contexts {Written/Oral Communication VALUE Rubric}	Program - Accounting (including Minor) - BS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	66.7% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program. Data was collected for Fall 2019 semester only. Students were not identified by major so the results are for BAS, BS, and BBA for all 7 concentrations.	Inconclusive
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2019-2020 was 3.07. The data was only collected during the Fall 2019. Students were not identified by major so the results are for BAS, BS, and BBA for all 7 concentrations.	Inconclusive
		Program - Art Education - BFA {2016-2017}	3.1 (GEO 1.c.)	Students will develop divergent thinking skills such as problem solving, critical thinking, and risk taking when engaging in the process	Students will have an average score of at least a 2 or higher on a 0-4 scale on the AAC&U Written Communication	There are no Art Ed students enrolled in these courses since the Art Education program has been discontinued. The last	Inconclusive

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		Program - Art Education - BFA {2016-2017}	3.1 (GEO 1.c.)	of art making, dialoguing about works of art, and writing about the visual arts.	VALUE Rubric for the "What Do the Visual Arts Mean In My Life?" assignment.	remaining students in the program have already completed these courses.	Inconclusive
		Program - Business Administration (including Minors and Certificates) - BAS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	66.7% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program. Data was collected for Fall 2019 semester only. Students were not identified by major so the results are for BAS, BS, and BBA for all 7 concentrations.	Inconclusive
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2019-2020 was 3.07. The data was collected for Fall 2019 semester only. Students were not identified by major so the results are for BAS, BS, and BBA for all 7 concentrations.	Inconclusive
		Program - Business Administration (including Minors and Certificates) - BS, BBA {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	66.7% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program. Data was collected for Fall 2019 semester only. Students were not identified by major so the results are for	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Business Administration (including Minors and Certificates) - BS, BBA {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	BAS, BS, and BBA for all 7 concentrations.	Inconclusive
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2019-2020 was 3.07. The data was collected for Fall 2019 semester only. Students were not identified by major so the results are for BAS, BS, and BBA for all 7 concentrations.	Inconclusive
		Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	Inconclusive
			1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	Inconclusive
		Program - Early Childhood Development - BS {2019-2020}	3.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled in ED 404 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	The Early Childhood Development (ECD) program began in Fall 2019, and only 2 students have completed the program.	Inconclusive
		Program - English (including Minor and Secondary	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or	Of the 11 student papers that were assessed using the Written Communication Value	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	Rubric, 100% achieved a score of 2 or higher. Scores ranged from 2.2 to 3 for one assessor and 2.6 to 3.6 for the other assessor who were reviewing the same papers. Though there was some difference of opinion between the two scorers, the average of their scores as well as the lowest score was still well above the target. There is room for improvement, though since the students could be sophomores, juniors, or seniors, it is not surprising that their scores would be in the middle of the rubric. One issue we have with African American (which is a good issue to have) is that many students in the class are not English majors, so their essays aren't included in our results. The goal of this assessment is to see where our majors are when they take these junior-level classes. Of the 12 students who were assessed from EN 499 Capstone in Fall 2019 and Spring 2020, all achieved a score of 2 or higher with the lowest score being 2.6. All but one student achieved a score of 3 or higher, and 3 achieved a score fo 4.	Target Met
			2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 102 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	28 students from EN 102 sections were assessed by two different sets of assessors (4 total) and all met the target of scoring 1.5 or higher on the Written Communication rubric. Each assessor read half of the papers and each paper	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 102 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	was read by two assessors. The lowest total score was 1.6 and the highest score was 4. The average score of the two assessors ranged from 2.2 to 4. The papers assessed in EN 102 proved to be much more appropriate for this kind of assessment and better represent the total learning in our composition sequence.	Target Met
		Program - Family Science (including Minor) - BS {2016-2017}	1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	The average score of FS 382 students was 3.3 on the Written Communication Value Rubric for fall 2019; thus, the target was met.	Target Met
			1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	The average score of FS/PSY students was 3.11 on the AAC & U Written Communication Value Rubric; thus, the target was met.	Target Met
		Program - Film Studies - Minor {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	Inconclusive
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	Due to Covid 19, there were no final oral presentations in HIS 211. The entire class was shifted online and finishing the class, in any fashion, because difficult, given how reliant the class is on access to an archives. There were no final presentations in the course for Spring 2020 and therefore no opportunity to evaluate that assignment	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	using the Oral Communication Rubric.	Inconclusive
			3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	<p>Overall, student projects were successful according to this analysis and averaged a 3.6/5. There was a definite spread of really excellent projects and not great projects with little in between. Students seemed to have the most difficulty with their central arguments and fitting them into the general history of the topic. They also struggled with connecting primary and secondary source research to their topic (each student was good at one or the other but only 1 student was good at both). Students also struggled with looking at interpretive differences. They would latch onto a particular idea and not look for alternative views. All of the students used primary sources to focus their papers, but some were more successful than others at connecting them to an argument and/or the historical context.</p> <p>For this particular target on writing, the most relevant measures were "writes clearly" on which students averaged a 3.33 and "frames historical questions" on which students averaged 3.44, both of which are above the 3.0</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	threshold. You can see all the data attached. Although one student is included in the spreadsheet/hard data, he did not turn in a final project and so is not calculated in the numbers provided below.	Target Met
		Program - Honors College {2016-2017}	2.1 (GEO 1.c.)	At the culmination of the proposal stage of the independent research project, the honors students will present their original independent research by poster in a clearly organized and compelling way.	The HO 401 students as a whole should average a score of at least a 3 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in presenting thier original independent research in a clearly organized and compelling way.	Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 22 of 22 students in HO 402 (100%) scored at least a 3 in presenting their original independent research in a clearly organized and compelling way in the oral defense, for an average score of 3.4. However, the format of the assignment for the 18 of these students enrolled in HO 402 in spring 2020 was different due to the public health crisis and our shift to fully online instruction. Normally students must present their HO 402 research at the Honors College Research Symposium at the end of the semester, as four students did in fall 2019. However, in spring 2020, the Honors Faculty Committee and the Director of the Honors College gave students the option of presenting to a smaller audience of peers and faculty evaluators by video conference or submitting PowerPoint presentations with audio to be reviewed by faculty evaluators. Seven of 18 students chose the video conference presentation, and	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Honors College {2016-2017}	2.1 (GEO 1.c.)	At the culmination of the proposal stage of the independent research project, the honors students will present their original independent research by poster in a clearly organized and compelling way.	The HO 401 students as a whole should average a score of at least a 3 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in presenting thier original independent research in a clearly organized and compelling way.	the rest chose to submit PowerPoint files. Also, whereas the Director required for two years prior and in fall 2019 that all students practice ahead of time in the presentation hall and receive feedback for improvement from fellow honors students and the Director, this was not possible under the altered circumstances in spring 2020, although two students did practice their Zoom presentations with the Director. All of the 18 students in HO 402 in the spring semester did, however, have the experience of practice and live Symposium presentation for HO 401 in fall 2019, which clearly proved a foundation for creating clear and logical presentations in these alternate formats in spring 2020.	Target Met
		Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	In AY 2019-20, two IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Inquiry and Analysis rubric. The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.3. Again, in every single item measured by the rubric both students scored above a 3 in all categories. Students in	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	the IS Capstone score high on written ability, which I would expect to see in a program this rigorous and self-directed.	Target Met
			3.1 (GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	In AY 2019-20, two IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Oral Communication rubric. The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.25. Indeed, as with the Inquiry and Analysis rubric, students scored above 3 in all categories in every single item measured by the rubric. Students in the IS Capstone score high on oral communication, which we might expect in a program that is as self-directed and rigorous as IS. Also, it might be relevant that both these students had vast experience in oral presentations given their focus in art and theatre.	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric	All students achieved average scores of 2.5 or higher. 5 students had an average score of 4.0 4 students had an average score of 3.80	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Concentration) - BS {2016-2017}	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	as part of KIN 416 Internship in Kinesiology.	8 students had an average score of 3.60 6 students had an average score of 3.40 1 student had an average score of 3.20	Target Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.3 (GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	75% of students will score 85 or above on various legal writings in PLG 330 Legal Writing.	Eleven (11) students were enrolled in Fall 2019 PLG 330 Legal Writing. The students were given four distinct writing assignments to complete. Of those assignments, nine (9) students scores averaged 85 or higher . This is 81% of the course's students. Two (2) students' scores averaged below the target.	Target Met
			1.3 (GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	The average score of students' legal writings will be a least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE rubric.	Eleven (11) students were enrolled in Fall 2018 PLG 330 Legal Writing. Seven (7) students' averaged writing scores earned a 4 on the VALUE rubric, one (1) earned a 3, one earned benchmark, and one scored below the benchmark on the VALUE rubric. The average VALUE rubric score for the class is 2.9.	Target Not Met
			2.1 (GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	Twelve (12) students were enrolled in FA 2019 PLG 401: ST: Trial Strategy and Procedure, but of those twelve, ten (10) were Legal Studies students. Only majors were evaluated using the VALUE rubric. Seven (7) of the ten students scored a 3 or above on the VALUE rubric, with three (3) scoring a 4 on the VALUE rubric and four (4) scoring a 3 on the VALUE rubric. Two (2) students	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	scored a 2 on the VALUE rubric, and one (1) student did not score benchmark on the VALUE rubric. The average student score was a 2.8 .	Target Not Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	MA 318 was taught Fall 2019. Average score = 2.55 for presentations. 8 presentations were assessed.	Target Met
		Program - Music (including Music Education and Music Therapy) - BA, BM {2016-2017}	1.2 (GEO 1.c.)	Students will complete written assignments on music history topics.	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	There were 12 students in the MUS 302 Music History 2 during the Spring 2020 semester. All students completed the assignment, and scored the following: 4 students received a score of 4, 5 students received a score of 3, and 3 students received a score of 2.	Target Met
		Program - Nursing - ASN {2016-2017}	1.3 (GEO 1.c.)	ASN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the ASN sophomore students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentation.	100% students scored at least a 3. The average score was 3.9.	Target Met
		Program - Nursing - BSN {2016-2017}	1.3 (GEO 1.c.)	BSN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the senior BSN Students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication VALUE Rubric during the NU 449 formal research presentation.	The BSN senior students enrolled in NU 449 were not evaluated by the faculty advisors since the formal research presentation was cancelled due to COVID-19. Campus was closed.	Target Not Met
		Program - Political Science (including Minor, Social Science, Nonprofit	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and	The overall average score for students in an upper-level POL class completing the analytical writing assignment	Of the seven students enrolled in POL 250 World Politics in Fall 2019, five submitted the analytic writing assignment.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	2.1 (GEO 1.c.)	evidence use, and control of syntax and mechanics.	will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Those five students' submissions were scored using the Written Communication VALUE Rubric, and the overall average score was a 3.44, essentially unchanged from last year's score of 3.42. Thus, the achievement target was met. One student scored below the target of 3.0, though they were close, at 2.8. The highest score was a 4.0. Overall averages across the rubric's five dimensions were all above 3.0, but were lowest--at 3.2--for the "context and purpose" category. This represented an improvement over last year's results, when average scores in the "genre and disciplinary conventions" and "syntax and mechanics" categories were also at 3.2.	Target Met
			2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	Seven students were enrolled in POL 250 World Politics in Fall 2019, and all gave oral presentations as part of the "Country Profile" assignment. For this assessment, each student's second presentation was evaluated using the Oral Communication VALUE Rubric, and the overall average score was 3.37, above the target of 3.0. The lowest individual student average was a 2.0, and the highest was a 4.0. On every dimension of the rubric, the class average was above a 3.0, and the lowest scores were in the areas of "delivery" and "central message," which had averages of 3 and 3.2,	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	respectively. The highest scores were along the "language" and "supporting material" dimensions. The most surprising result is the decline in average performance along the "delivery" dimension, which had the lowest scores this year but was among the highest scores last year. The change is likely due to the fact that measurement utilized an end-of-term presentation in POL 390 Southern Politics in 2018-19, and students in that class give smaller, more informal presentations earlier in the semester that help them practice skills and develop confidence.	Target Met
		Program - Pre-Law - Minor {2019-2020}	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Unable to complete assessment. During the Spring 2020 semester, there were only two pre-law minors, and neither took HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, or POL 390 Southern Politics during the 2019-2020 academic year.	Inconclusive
		Program - Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	Assessment not conducted as planned due to Covid-19 situation in the spring. Assignments were simplified; as a result, certain components on the rubric could not be evaluated as had been done for past assessments.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Psychology students will demonstrate effective oral communication skills.	The average score of PSY 455 students on an oral presentation of original, empirical research will be at least a 3.5 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric.	Assessment not conducted due to Covid-19 situation in the spring. Relevant assignment was canceled.	Inconclusive
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	<p>FA 19: (n=39) 66.7% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 66.7% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 22 scored a 3, 4 students scored a 2, and 12 students scored a 1.</p> <p>SP 20: (n=37) 27/37 72.9% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 72.9% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 23 students scored a 3, 4 students scored a 2, 10 students scored a 1.</p> <p>Avg. Score: 2.28</p>	Target Met
			3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	FA 19: (n=39) 91.8% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 91.8% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 32 students scored a 3, 2 students scored	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	a 2, and 5 students scored a 1. Sp 20: (n=37) 86.5% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 86.5% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 30 students scored a 3, 2 students scored a 2, and 5 students scored a 1. Avg. Score: 2.68	Target Met
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	11 students scored a 2. 26 students scored a 1. 3 students scored 0. Total average: 1.2	Target Not Met
			1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	The average score of students on the oral assignment will be a 1.5 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	7 students scored a 4. 24 students scored a 3. 19 students scored a 2. 10 students scored a 1. Total average: 2.4	Target Met
		Program - Speech Language Pathology - BS {2016-2017}	1.1 (GEO 1.c.)	SLP seniors will apply knowledge of communication development and disorders to the treatment of children with communication disorders.	The average score of students enrolled in SPA 311 will earn at least a "3" on the AAC & U Written Communication VALUE Rubric.	All seniors (n=23) earned a 3 or better on the AAC & U written communication value rubric. The average score was a 3.96	Target Met
		Program - University Studies (C2C) - {2019-2020}	3.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax	The average score for students enrolled in PRO 490 who are completing the Capstone project will be no lower than a 3.0 on the	University Studies (C2C) is being transitioned into the School of Education on July 1, 2020. This is the initial assessment plan; data	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - University Studies (C2C) - {2019-2020}	3.1 (GEO 1.c.)	and mechanics.	AAC&U Written Communication VALUE Rubric.	collection will begin with the 2020-2021 academic year.	Inconclusive
2. Cultural Literacy	2.a. Analyze individual aesthetic and cultural works {Intercultural Knowledge & Competence VALUE Rubric}	Program - Film Studies - Minor {2016-2017}	1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant lower-level courses will be at least 2 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	Inconclusive
			1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant upper-level courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	The assessment coordinator did not input data for the 2019-2020 assessment cycle.	Inconclusive
		Program - Gerontology - Minor {2018-2019}	2.1 (GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	In 2019 - 2020, FS 250 was not offered. It will be offered in Sp 2021.	Inconclusive
		Program - Religious Studies - Minor {2016-2017}	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
			2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
	2.b. Compare human endeavors across cultures and through history {Intercultural Knowledge & Competence VALUE Rubric}	Program - Religious Studies - Minor {2016-2017}	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
			1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Mid-Term Essay.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
	2.c. Discuss global perspectives and cultures objectively {Intercultural Knowledge & Competence VALUE Rubric}	Program - French - Minor {2016-2017}	2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 101 – no lower than 1.5 In FLF 102 – no lower than 2.0	No data was provided for this assessment.	Inconclusive
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence.	There were no French minors in 2019-2020.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	In FLF 201 – no lower than 2.5 In FLF 202 – no lower than 3 (lower Capstone level)	There were no French minors in 2019-2020.	Inconclusive
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	No data was provided (see 2.1.a)	Inconclusive
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.0 In FLF 202 – no lower than 2.5	In 2019-2020 there were no French minors	Inconclusive
		Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
			1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	practices of a particular world religion on the Mid-Term Essay.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of the 100 level students on the cultural relevance assignment will be a 1 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	9 students scored a 4. 8 students scored a 3. 3 students scored a 2. Total average: 3.3	Target Met
			2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of the 200 level students on the cultural relevance assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2 students scored a 3. 9 students scored a 2. 9 students scored a 1. Total average: 1.6	Target Not Met
			2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	The average score of students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	1 student scored a 3. 12 students scored a 2. 7 students scored a 1. Total average: 1.7	Target Not Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each of them was scored well above the target of 1.5 on the AACU Inquiry and Analysis rubric.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each scored well above the target of 2.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological,	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or	The 2019-20 academic year was an unusual one for WS 200. Circumstances limited enrollment in WS 200. The	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b. & 2.c.)	biological, and/or religious aspects of women's lives.	higher using the AAC&U VALUE rubric on Critical Thinking.	<p>director of women's studies began a sabbatical in the fall of 2019. In preparation for that sabbatical, she requested that she teach two upper level EN/WS courses in the second term of summer school, since that term would be her last summer teaching before her retirement in May 2020. This meant that she did not teach the general education WS 200 in the summer, which had been offered for years. In retrospect, this was not a good decision for the major and minor program, and not a good decision for women's studies as a part of general education. In the future, WS 200 should be offered every summer, and once during the regular academic year. In the spring of 2020, the faculty member who usually teaches WS 200 was scheduled to teach upper level classes in other disciplines, so the class wasn't in the regular schedule. After one of her upper level classes was cancelled, a section of WS 200 was added late, and was not well enrolled, although it did include one WS major. Then the COVID-19 pandemic struck. The WS major had to withdraw from school. Only one student finished WS 200, although there were two essays available to assess. The two papers from non-women's studies majors/minors were high quality. Each of them was scored well above the target</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	of 2 on the AACU Critical Thinking Rubric.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	Only one women's studies major was enrolled in WS 200 this year, and she had to withdraw from the university before she completed the class.	Inconclusive
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	There was only one women's studies major enrolled in WS 200 in academic year 2019-20, and she had to withdraw from school before the end of the spring semester, and had submitted no assignments to be assessed.	Inconclusive
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	The average score of PSC 111 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	92 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2019, 1 section in spring 2020) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 92 students evaluated was "2.9" with the following breakdown (22 students, score = 1; 10 students, score = 2; 16 students, score = 3; 44 students, score = 4). Target was not achieved.	Target Not Met
			1.1 (GEO 3.a.)	The student will (TSW) successfully	The average score of PSC 112	34 PSC 112 students across	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 3.a.)	execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	two lecture sections in spring 2020 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from a quiz and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 34 students evaluated was "3.4" with the following breakdown (2 students, score = 1; 4 students, score = 2; 6 students, score = 3; 22 students, score = 4). Target was achieved.	Target Met
			1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	PSC 450/451 was not taught during the 2019-20 academic year. PSC 312 was taught in the fall semester of 2019. 12 students were assessed using questions from the final exam. The average rubric score of the 12 PSC 312 students evaluated was "3.7" with the following breakdown (0 students, score = 1; 1 student, score = 2; 1 student, score = 3; 10 students, score = 4). Target was achieved.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	2.1 (SLO, GEO 3.a.)	Students will solve application problems.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	mean = 2.29 for items assessed in MA 284 28 total items were assessed. 14 items at level 3; 8 items at level 2; 6 items at level 1. Multiple items were assessed for each student in MA 284.	Target Not Met
			2.1 (SLO, GEO 3.a.)	Students will solve application problems.	MA 306 student work sampled will have an average score of 2.5 or higher on the	MA 306 was not taught in 2019-2020, as it is on an alternate year rotation.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (SLO, GEO 3.a.)	Students will solve application problems.	AAC&U Quantitative Literacy VALUE Rubric.	MA 306 was not taught in 2019-2020, as it is on an alternate year rotation.	Inconclusive
		Program - Nutrition and Health - Minor {2016-2017}	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	80% of FN 345 students will score an average of 3 on the Quantitative Literacy and Analysis VALUE Rubric in performing calculations to estimate a person's nutritional needs.	7 of the 8 students (87.5%) enrolled in the course achieved the target of an average score of 3 on the VALUE rubric for Test 1 and 2 scores. See attached documentation for the complete breakdown of scores.	Target Met
			1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	FN 345 students will average a score of at least a 3 on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations to estimate a person's nutritional needs.	The total average score is 3.4 on the VALUE Rubric. 7 of the 8 students (87.5%) enrolled in the course achieved the target of an average score of 3 on the VALUE rubric for Test 1 and 2 scores. See attached documentation for the complete breakdown of scores.	Target Met
	3.b. Analyze quantitative information presented in different formats {Quantitative Literacy & Analysis VALUE Rubric}	Program - Digital Studies - Minor {2019-2020}	1.1 (GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students (on average) will earn a C or higher in the class.	There was only one minor enrolled for the Spring 2020 semester. Due to COVID-19, data collection was not completed.	Inconclusive
			1.1 (GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students, as a whole, will score an average of 2.5 or higher on the AAC&U Quantitative Literacy and Analysis Rubric for one of the course assignments.	There was only one minor enrolled for the Spring 2020 semester. Due to COVID-19, data collection was not completed.	Inconclusive
4. Understanding of Self, Society, and The Natural World	4.a. Analyze the interactions between the	Program - Political Science (including Minor, Social Science, Nonprofit	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the	In Fall 2019, POL 202 Affecting Political Change was taught and the assignment submissions, group work	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
4. Understanding of Self, Society, and The Natural World	individual and society {Civic Engagement VALUE Rubric}	Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	commitment, civic communication, civic action and reflection, and civic context and structures.	AAC&U Civic Engagement VALUE Rubric.	<p>interactions, and reflections of five students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), selection of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), research into local, state, and national grant programs that might provide funding for a civic deliberation workshop on the issue, small-group work writing a preliminary grant proposal, and conducting a deliberative discussion of gun control policy for an Honors class. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.</p> <p>The overall average score for the class was 3.36, above the target of 3.0. Only one student failed to earn a 3.0 overall score on the rubric, at 2.6, and that student did not complete all assignments in the course; when the student was engaged, they often performed well. On all of the rubric's six dimensions, the class average was above a 3.0, and performance on the "civic</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
4. Understanding of Self, Society, and The Natural World	4.a. Analyze the interactions between the individual and society {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	<p>communication" dimension improved markedly, from 2.9 in 2018-19 to 3.4 this year. The lowest class score this year was on the "civic identity and commitment" dimension, at 3.2.</p> <p>While the action proposed in 2019 to address the low civic communication score was implemented, it is not the most likely source of improvement. Instead, the growth in student ability to "tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action" likely came from a new assignment and the lectures and practice sessions created to support it. This assignment was an in-class exercise in which students served as deliberative discussion moderators/facilitators for an Honors class. Students chose a hot-button issue--gun control policy--prepared a policy brief, received deliberative facilitator training from the instructor, and practiced with one another in class before the actual deliberative event. Students also divided the work of facilitation among themselves, with some taking primary responsibility for participating more directly in the conversation, asking questions and encouraging quiet members to speak up, while</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
4. Understanding of Self, Society, and The Natural World	4.a. Analyze the interactions between the individual and society {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	others took primary responsibility for note-taking and leading intermittent reflections on the conversation to that point. After the deliberative event had taken place, students had a debriefing session with the instructor, reflecting on the various views expressed, the difficulty of facilitating the discussion without imposing their own views on those of the participants, and the benefits of structured, deliberative civic engagement on community issues. Students benefited tremendously from the entire experience, and their increased learning was apparent when their performance as facilitators and comments in the debriefing session were measured against the criteria in the civic communication dimension.	Target Met
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	In Fall 2019, POL 202 Affecting Political Change was taught and the assignment submissions, group work interactions, and reflections of five students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), selection of an	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	<p>issue of concern to citizens of the local city (Columbus) or county (Lowndes), research into local, state, and national grant programs that might provide funding for a civic deliberation workshop on the issue, small-group work writing a preliminary grant proposal, and conducting a deliberative discussion of gun control policy for an Honors class. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.</p> <p>The overall average score for the class was 3.36, above the target of 3.0. Only one student failed to earn a 3.0 overall score on the rubric, at 2.6, and that student did not complete all assignments in the course; when the student was engaged, they often performed well. On all of the rubric's six dimensions, the class average was above a 3.0, and performance on the "civic communication" dimension improved markedly, from 2.9 in 2018-19 to 3.4 this year. The lowest class score this year was on the "civic identity and commitment" dimension, at 3.2.</p> <p>While the action proposed in 2019 to address the low civic communication score was implemented, it is not the most likely source of</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	improvement. Instead, the growth in student ability to "tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action" likely came from a new assignment and the lectures and practice sessions created to support it. This assignment was an in-class exercise in which students served as deliberative discussion moderators/facilitators for an Honors class. Students chose a hot-button issue--gun control policy--prepared a policy brief, received deliberative facilitator training from the instructor, and practiced with one another in class before the actual deliberative event. Students also divided the work of facilitation among themselves, with some taking primary responsibility for participating more directly in the conversation, asking questions and encouraging quiet members to speak up, while others took primary responsibility for note-taking and leading intermittent reflections on the conversation to that point. After the deliberative event had taken place, students had a debriefing session with the instructor, reflecting on the various views expressed, the difficulty of facilitating the discussion without imposing their own views on those of	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	the participants, and the benefits of structured, deliberative civic engagement on community issues. Students benefited tremendously from the entire experience, and their increased learning was apparent when their performance as facilitators and comments in the debriefing session were measured against the criteria in the civic communication dimension.	Target Met
	4.c. Apply the scientific method to solve problems {Inquiry & Analysis VALUE Rubric}	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	1.2 (GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems." It also reflects the Biology program's mission to develop students with "the ability to apply the process of science", as stated in the Biology Mission Statement above.	Students in BS 400 Senior Seminar will average "2.5" or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research proposal based on the research in the article.	Due to the COVID-19 outbreak and the subsequent, university-wide switch to online-only course delivery, the planned assessment for this SLO was not done.	Inconclusive
		Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	In AY 2019-20, two IS Capstone students completed IS 499. Both the faculty committees (2 members/committee) for these students reviewed their Capstone paper/project using the Inquiry and Analysis rubric. The hard data is attached in the file below. However, it is clear that the students met this target. The overall average using the rubric was 3.41. Indeed, in every single item measured by the rubric	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	both students scored above a 3 in all categories. Students in the IS Capstone score high on the inquiry and analysis markers, which we might expect in a program that is as self-directed and rigorous as IS.	Target Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	Ten upper Level WS papers (300 and 400 random selection from 2019-20 WS courses) –five different cross-listed or related disciplines: philosophy, religious studies, English, public health, and family studies, are represented in the sample. This year we had a sample set of ten essays, one from a major and nine from nonmajors/nonminors. Using the Critical Thinking AACU Value Rubric, the ten papers had a range of 1.6 to 4 the overall average was 3.14 the major/minor score was - 4 the non-minors/non--majors average score was – 3.04 The women's studies major student score was higher than the target number The average overall and the average of the nonmajor/nonminor students was higher than the target of 3 However, five students scored below the target score of 3.	Target Not Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works	The collective average score for those students' assessed	NOTE: I should have changed the Direct Assessment of this	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	(including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	papers will be a 2 on the AAC&U Inquiry and Analysis Value Rubric.	<p>section to specify the use of the Inquiry and Analysis Rubric, since last year I said I would discard the old department rubric and replace it with the Inquiry and Analysis rubric. Last year I suggested that the rubric target should be a "2." I am now reporting results from the application of the Inquiry and Analysis rubric to the 2019-20 paper sample set.</p> <p>Ten upper Level WS papers (300 and 400 random selection from 2019-20 WS courses) –five different cross-listed or related disciplines: philosophy, religious studies, English, public health, and family studies, are represented in the sample. One of the papers is from a WS major.</p> <p>Inquiry and Analysis Rubric</p> <p>– range 2.33 to 4</p> <p>- overall average – 3.23</p> <p>- major/minor average – 4</p> <p>- non-minors/non-majors average—3.15</p>	Target Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women’s creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions	Women’s Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3	There were THREE four hundred level projects completed by two students this year, one major and one minor. FIRST PROJECT: The minor graduated in December 2019, and she chose women's	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	about the roles or statuses of women in a culture or cultures.	(upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	<p>studies as the discipline for her senior Honors 402 project, which was a compiled anthology of women's essays on the topic "I knew I was a woman when..." The anthology included photographs by women as well as the essays, all of which were compiled in a print version. Her introduction included references to secondary literature about anthologies, and her own analysis of the collection itself.</p> <p>SECOND PROJECT: a senior women's studies major graduated in May, 2020. For her required WS 499: Capstone paper, she wrote an analysis of a memoir by a Nepali woman. The biography was published in the Nepali language, but the graduate translated passages into English, and then analyzed the memoir using feminist theory and disability theory, and drew conclusions about how this memoir lives at the intersection of both theories. Because of her disability, the author of the memoir writes with her feet, and is an important literary figure in her native country. This graduate's Capstone paper is truly original, and publishable, because of there is no analysis in English of this writer, who should be internationally known.</p> <p>THIRD PROJECT: The women's studies student who graduated in May, 2020 also completed a senior HO 402 project in the discipline of</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	women's studies. She compared differing perceptions of female political leaders among Nepali college age students living in Nepal with Nepali college students studying abroad and second generation Nepali students living outside of Nepal. She used social media and online surveys to compile and analyze original and significant data which could be useful in further research in international politics and public policy. All three of these projects scored perfect 4's in every category of the AACU Value rubric for Inquiry and analysis. I have not attached rubric data, because there was no question about any of the three projects meeting the target.	Target Met
5. Life-Long Learning	5.a. Transfer general education strands to major fields of study and to make connections between disciplines {Foundations & Skills for Life-long Learning and Teamwork VALUE Rubrics}	Program - Early Childhood Development - BS {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final portfolio project demonstrating the connections among key concepts and skills in ED 404 – Teacher Internship: Early Childhood.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	The Early Childhood Development (ECD) program began in Fall 2019, and only 2 students have completed the program.	Inconclusive
		Program - Elementary Education - BS	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills	Candidates will be able to demonstrate an understanding of content	Twenty-one students completed this assignment in FA19, and nineteen students	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		{2016-2017}	1.1 (SAO & GEO 5.a.)	specific to their discipline by developing and teaching an interdisciplinary unit.	knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	completed this assignment in SP20. Percentages by student: Twenty-three met the full requirement, one met the requirement at 93%, and five did not meet the achievement target.	Target Met
		Program - Gerontology - Minor {2018-2019}	1.1 (GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	In 2019 - 2020, FS 250 was not offered. It will be offered in Sp 2021.	Inconclusive
		Program - Nursing - ASN {2016-2017}	1.2 (GEO 5.a.)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	The average score that the sophomore ASN students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork Value Rubric during the NU 216 team project.	100% of ASN third semester students scored at least a 3 or higher. Average score was 3.9.	Target Met
		Program - Nursing - BSN {2016-2017}	1.2 (GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	The collective average score that the senior BSN Students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	204 RN to BSN students in NU 465 for an average score of 3.3 60 BSN students in NU 449 for an average score of 3.8 # Students Assessed: 264 # Students Met Target: 228	Target Met
		Program - Sexual Health - Minor {2018-2019}	2.1 (GEO 5.a.)	Students will demonstrate the ability to transfer general education standards to their major fields of study and to make connections between disciplines.	The collective average score of HED 110 students will be at least a 3 or higher on the Foundations & Skills for Life-Long Learning Rubric on the final project focused on applying sexual health to their major field of study.	FA 19: (n=34) 86.5% of students will demonstrate the ability to apply a sexual health topic of their choice to their desired career through their final project using the Foundations & Skills for Life-Long Learning AAC&U VALUE Rubric. 70.6% (n=24) scored a 3, 14.7% (n=5) scored a 2, 14.7% (n=5) scored a 1.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Sexual Health - Minor {2018-2019}	2.1 (GEO 5.a.)	Students will demonstrate the ability to transfer general education standards to their major fields of study and to make connections between disciplines.	The collective average score of HED 110 students will be at least a 3 or higher on the Foundations & Skills for Life-Long Learning Rubric on the final project focused on applying sexual health to their major field of study.	SP 20: (n=37) 86.5% of students will demonstrate the ability to apply a sexual health topic of their choice to their desired career through their final project using the Foundations & Skills for Life-Long Learning AAC&U VALUE Rubric. 83.8% (n=31) scored a 3, 2.7% (n=1) scored a 2, 13.5% (n=5) scored a 1.	Target Met
		Program - Theatre - BA (including minor, Theatre Education concentration) {2016-2017}	2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	75% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	66% of students (2out of 3) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses. [less]	Target Not Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	Sophomores & 1 1st Year Transfer Avg. Score: 3.5 Juniors Avg. Score: 3.4 Seniors Avg. Score: 3.6 90% of students achieved Proficiency	Target Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that the freshmen, sophomores, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in	Sophomores and one 1st-Year Transfer Avg. Score: 3.5 Juniors Avg. Score: 3.7 Seniors Avg. Score: 3.7 94% of students achieved Proficiency.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	Sophomores and one 1st-Year Transfer Avg. Score: 3.5 Juniors Avg. Score: 3.7 Seniors Avg. Score: 3.7 94% of students achieved Proficiency.	Target Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	The collective average of all TH 360 students' final grades will be 90%.	No students were eligible for enrollment in this class.	Inconclusive
		Program - University Studies (C2C) - {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final project demonstrating the connections between these groups in PRO 490 - Senior Seminar in Professional Studies.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric	Assessment Plan developed at the end of Spring 2020. No data collected for the 2019-2020 year.	Inconclusive