

# Gen Ed Results Report 2020-2021

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.	Due to the public health emergency and this program being without a director for a year, very little academic assessment has taken place.	Inconclusive
		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 FSC 465 students on the AAC & U Problem Solving Value Rubric was 3.68; thus, the target was met.	Target Met
	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 Problem Solving VALUE Rubric.	This assessment was due to be administered during the during AY 2020-2021. Due to the public health emergency, the assessment was not administered.	Inconclusive	
	1.b. Analyze the arguments and points of view of others {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.	The average score of ART 212 art history minors will be at least a "2" on the 1-4 scale using the Critical Thinking VALUE Rubric.	Three out of five students in the class submitted the take-home essay. The average score on the rubric for these three is 2.58, thereby achieving Target 3.1. The Critical Thinking VALUE Rubric did not exactly correspond to the essay instructions and may have decreased the assessment score. This course will need a more tailored rubric in the future.	Target Met

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		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.	Due to COVID-19, faculty was not able to assign the PTA to HIS 211 in spring 2021. This assessment is based on a F2F assignment that can not be replicated online. Due to COVID-19 restrictions, the class was held online.	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.	I assessed GEO 314 students on an assignment that asked them to think critically about the geographic impacts of online shopping. The students were assessed on their explanation of the issues, the evidence (research) they presented, and their position as expressed in their conclusions. The student average was 2.5. There were only two students in the class; one did somewhat better than the other. Both presented their evidence well, but neither identified contexts well. GEO 318 was not offered this year, so no students from that class were assessed.	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.	Eleven (11) students were enrolled in PLG 440 Practical Legal Lab in 2020-21 (six students in Fall 2020, five students in Spring 2021), and completed the assigned capstone application project(s). Using the AAC&U Critical Thinking VALUE rubric, eight (8) students, or about 72% of students, scored at least a 3, with two (2) of those eight scoring a four (4) on the rubric. Three (3) students scored a two (2) on the rubric. The average rubric score of	Target Not Met

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		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.	the students as a whole was 2.91.	Target Not 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 2020, samplings from 10 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.38 For Spring 2021, samplings from 8 courses were assessed using the critical thinking value rubric: total spring average score= 3.42 Total 20-21 score 3.40 {Please see attached spreadsheet 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	PS 313 students evaluated in	PS 313 was not offered this	Inconclusive

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			4.1 (GEO 1.b.)	management techniques for the classroom.	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.	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.	<p>Ten students completed the analytic assignment in POL 250 in Fall 2020. Their overall average score was a 3.0, exactly meeting the achievement target. The average scores were highest along the Explanation of Issues (3.25) and Context and Assumptions (3.15) dimensions and lowest along the Conclusions &amp; Related Outcomes (2.6) and Evidence (2.95) dimensions. This represented both continuity and slight decline with respect to last year's results, when the "evidence" category was also the dimensions of poorest performance but had an average score of 3.2. As this suggests, scores were lower in every category in comparison with last year's results. In addition, the gulf between the highest achieving student (with a 4.0) and the lowest (with a 1.4) grew.</p> <p>The lower overall average score is likely the result of two factors. First, COVID-19 caused disruption in many aspects of students' and instructors' lives, including a change in the modality of POL 250, from face-to-face to</p>	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.	synchronous online instruction. This resulted in fewer writing workshops, lower attendance at these workshops, and poorer quality of engagement in the workshops. Second, the creation of a political science degree concentration in social studies attracted an influx of majors who have coursework across social science disciplines (economics, psychology, sociology, geography, and history as well as political science) and often have a high number of transfer hours. Political analysis may be less familiar to these students than to previous majors whose background was rooted firmly in political science. This, alongside the difficulty of providing individualized instruction without in-person workshops, likely explains the large gap in achievement between the highest and lowest performing students.	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.	Due to a lack of data, we are unable to assess the program using this measure. Despite having five students in the Pre-Law minor program, no pre-law student completed PHL 204 or PHL 205 during the 2020-2021 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	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	This assessment was due to be administered during the during AY 2020-2021. Due to the public health emergency, the assessment was not	Inconclusive

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		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	requirements.	Rubric.	administered.	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, 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.	Ten non WS major essays were collected and the Inquiry and Analysis rubric was applied. The range of scores were 1.67-2.77. The mean score for all essays was 2.77. On the whole, the mean score suggests that the target score of 1.5 was met.	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 2020-2021 academic year showed continued shifts and changes due to the COVID-19 pandemic. We were able to have 10+ students enrolled in WS 200, so there are more data available. Ten papers from non-women's studies majors/minors were collected and assessed using the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. Each essay scored well above the target of 2. The range was from 2.17-3.83. The mean for all 10 essays was 3.033	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.	Eleven essays collected and access using the AACU Critical Thinking Rubric from non-women's studies majors/minors were of mixed quality. Two women's studies faculty members accessed the papers, and the their results showed a large disparity. One faculty member ranked the papers on average in the 2.5-3.0 range. The other faculty member accessed the papers in a much lower range from 0-2.8. When averaging the	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.	scores of both reviewers, it showed that the average score was 2.2, which meets the target score of 2.0 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.	One WS Major was included in the assessment pool. That essay was assessed, and the essay average a score of 2.	Target Not 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 on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	There was one WS major in the collection of essays. That essay score was an average of 2, which just misses the mark on the target score of 2.5.	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 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.	Nine upper Level WS papers (300 and 400 random selection from 2020-2021 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 nine essays. Using the Critical Thinking AACU Value Rubric, the ten papers had a range of 0.6-3.8. The overall average was 2.39	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.	Ten upper Level WS papers (300 and 400 random selection from 2020 WS courses) –five different cross-listed or related disciplines: philosophy, religious studies, English, public health, and family studies, are represented in the sample.	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.	The collective average score for those students' assessed papers will be a 2 on the AAC&U Inquiry and Analysis Value Rubric.	One of the papers is from a WS major. Inquiry and Analysis Rubric: – range 1.17 to 3.84; - overall average – 2.50	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 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 are very few students in the program and none at this level in the program. Therefore, there were no course offerings for WS 400 and above, which yielded no projects to assess.	Inconclusive
	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.	There were no students in the BS in Accounting program for AY 2020/2021.	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.	There were no students in the BS in Accounting program for AY 2020/2021.	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.	Due to disruptions from the COVID-19 pandemic, data was not collected during the 2020/2021 academic year. All of the business course were moved online in order to de-	Inconclusive



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		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.	densify campus. We do not currently assess oral communications/presentations for online students. This is something that we must start doing in the future since so many of our students take online courses.	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.	Due to disruptions from the COVID-19 pandemic, data was not collected during the 2020/2021 academic year. All of the business course were moved online in order to densify campus. We do not currently assess oral communications/presentations for online students. This is something that we must start doing in the future since so many of our students take online courses.	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.	Due to disruptions from the COVID-19 pandemic, data was not collected during the 2020/2021 academic year. All of the business course were moved online in order to densify campus. We do not currently assess oral communications/presentations for online students. This is something that we must start doing in the future since so many of our students take online courses.	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.	Due to disruptions from the COVID-19 pandemic, data was not collected during the 2020/2021 academic year. All of the business course were moved online in order to densify campus. We do not currently assess oral communications/presentation	Inconclusive

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			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.	s for online students. This is something that we must start doing in the future since so many of our students take online courses.	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 overall mean was 2.75 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.25 (n = 4), and the mean score for writing samples drawn from COM 250 was 3.25 (n = 4). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next. This offering of COM 250 (Newgathering) was affected by Covid protocols. Student interviews of story sources were limited to phone and Zoom interviews, and scheduling issues limited the number of stories required during the semester. (Students therefore had more time per assignment than in a typical semester, to allow extra time for interview scheduling.)	Target Met
			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 overall mean score for writing samples from upper-level courses was 2.92 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 2.71 (n = 7), and the mean score from samples from COM 465 was 3.17 (n = 6). These courses differ in the type of writing required.	Target Not Met

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			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.	Whereas COM 307 is an upper-level course focused on journalistic writing, COM 465 is a theory-focused course that requires students to write research and analysis papers using APA (American Psychological Association) writing guidelines and citation style. Thus, it is not possible to make a course-to-course comparison between these two courses as representative of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.75) and upper-level courses (2.92) does demonstrate improvement in skills as students progress through the curriculum. COM 307 was more heavily affected by Covid protocols than COM 465, because COM 307 requires students to interview sources (via phone or Zoom during this time).	Target Not Met
		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.	Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No analysis was conducted for this outcome for the 2020 - 2021 Academic Year.	Inconclusive
		Program - English (including Minor and Secondary 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.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	A total of 16 students were assessed from sections of EN 304 and EN 360. Of these, all met the goal of an average of a 2 or higher on the rubric when scores of two faculty assessing them were averaged. Papers were numbered, so faculty scores	Target Not Met

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		Program - English (including Minor and Secondary 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.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	<p>correspond to the same students. Each faculty member did rate one student lower than a 2, though they did this for different students. This suggests that there may be one or two students whose work is marginal and who may not be quite at the level we need them to be by this point. Of course, some students transfer in or have taken EN 101/102 at another school or as dual enrollment. More work with writing in literature surveys or in our new 200-level literature electives may be necessary.</p> <p>A total of 10 students were assessed from EN 499 English Capstone in Fall 2020 and Spring 2021. This represents all students who turned in the final research project. Of these, 9 out of 10 earned a 2 or higher on the rubric, but one did not. Again, this suggests that we need to intervene sooner with students who face difficulties with writing. A student may well comprehend the material in upper-level classes and still have grammar and style issues or other challenges that show up on the Written Communication VALUE rubric. Though COVID may be responsible for some poorer performance — for instance because students rushed the writing of their research project and therefore did not proofread their essays as carefully as they might — it is still a concern that even one</p>	Target Not Met

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		Program - English (including Minor and Secondary 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.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	student might graduate with a degree in English and a lower score than 2 on this rubric.	Target Not 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.	Twenty essays from EN 102 that involved research were assessed using the AAU&C Written Communications Value Rubric were assessed. Essays came from 2 MUW instructors and 2 dual enrollment instructors. 100% of the students earned a 1.5 or higher. 100% earned 2 or higher, 15 out of 20 (75%) earned a 3 or higher. We can be very pleased with these scores in our composition classes, both from dual enrollment and our own instructors' sections. Each essay was assessed by two other English faculty who were not the instructor for EN 102. Students who make it through out composition sequence are writing at a proficient level or higher.	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 FSC 382 students on the AAC & U Written Communication Value Rubric was 3.0; thus the target was not met.	Target Not 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	The average score for the literature review assignment in FSC/PSY 290 on the AAC & U Written Communication Value Rubric was a 2.8; thus	Target Met

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			1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	Written Communication Value Rubric on a literature review assignment.	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 2020-2021 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.	<p>This year seven students enrolled in HIS 211 and completed an oral presentation regarding their research topic. The class was synchronously online, so presentations were possible (although the PTA and library assignment were not).</p> <p>Students performed better than 3.0 in all measures of the rubric. Indeed, each student scored very well on this rubric. Perhaps a year of online presentations and interaction increased students' oral communication skills! The lowest score for the class was in "central message", but even that was a 3.4 average.</p>	Target Met
			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 3.4/5. The faculty reported that it was a very challenging class, as it was the first time we taught Capstone online. Not only was it online, but it was asynchronous. We do not plan to repeat this modality for Capstone again; however, due to COVID -19 we had little choice.</p> <p>For this particular target on</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.	writing, the most relevant measures were "writes clearly" on which students averaged a 3.25 and "frames historical questions" on which students averaged 3.9, both of which are above the 3.0 threshold. You can see all the data attached.	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.	90% of HO 401 students should score an average of at least an 90 on the 0-100 scale used in the Oral Presentation Rubric in presenting their original independent research by poster in a clearly organized and compelling way.	Evaluation using the Presentation Rubric devised by the Director of the Honors College and the Honors Faculty Committee indicated that 16 of 17 students in HO 401 (94%) scored at least a 90 on the 0-100 scale in presenting their original independent research proposal in a clearly organized and compelling way. The format of the assignment for the 17 of these students enrolled in HO 401 in fall 2020 and the two enrolled in spring 2021 was different due to the public health crisis and our need for physical distancing. Normally students must present their HO 401 research to rotating small groups using a 36" x 48" poster (delivering the presentation 4-6 times, with faculty evaluators in the mix across groups). However, for all of 2020-2021, students presented their posters as slides rather than printed posters and spoke from the stage in Nissan Auditorium. This alleviated the need to present the poster more than once, but it increased anxiety for some given that the student had to be on the stage	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.	90% of HO 401 students should score an average of at least an 90 on the 0-100 scale used in the Oral Presentation Rubric in presenting their original independent research by poster in a clearly organized and compelling way.	presenting to 45-50 people at once. All of these students did, however, have the experience of live practice sessions, and the ability to speak from the stage may have proven a strong a foundation for creating clearer and more logical presentations in HO 402 in the spring. We do look forward, however, to returning to the poster/easel and small group format.	Target Met
			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 17 of 17 students in HO 401 (100%) scored at least a 3 on the 0-4 scale in presenting their original independent research proposal in a clearly organized and compelling way. The format of the assignment for the 17 of these students enrolled in HO 401 in fall 2020 and the two enrolled in spring 2021 was different due to the public health crisis and our need for physical distancing. Normally students must present their HO 401 research to rotating small groups using a 36" x 48" poster (delivering the presentation 4-6 times, with faculty evaluators in the mix across groups). However, for all of 2020-2021, students presented their posters as slides rather than printed posters and spoke from the stage in Nissan Auditorium. This alleviated the need to present the poster more than once, but it increased anxiety	Target Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	for some given that the student had to be on the stage presenting to 45-50 people at once (with additional audience members participating remotely). All of these students did, however, have the experience of live practice sessions, and the ability to speak from the stage may have proven a strong a foundation for creating clearer and more logical presentations in HO 402 in the spring. We do look forward, however, to returning to the poster/easel and small group format.	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 2020-21, one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Written Communication rubric. The student scored a perfect score for every single measure from both faculty.	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 2020-21, one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Oral Communication rubric. The student scored a perfect score of 4 for every single measure from both faculty.	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS	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 as part of KIN 416 Internship	All students achieved average scores of 2.5 or higher. 6 students had and average score of 4.0 4 students had an average score of 3.80 7 students had an average	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		{2016-2017}	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	in Kinesiology.	score of 3.60 4 students had and average score of 3.40	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.	Nine (9) students were enrolled in Fall 2020 PLG 330 Legal Writing. The students were given four distinct writing assignments to complete. Of those assignments, seven (7) students scores averaged 85 or higher, which is 78%. 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.	Nine (9) students were enrolled in Fall 2020 PLG 330 Legal Writing. Five (5) students' averaged writing scores earned a 4 on the VALUE rubric, three (3) earned a 3, and one (1) earned a 2. The average VALUE rubric score for the class is 3.4.	Target 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.	Eight (8) students were enrolled in FA 2020 PLG 352: Civil Trial Practicum, but of those eight (8), six (6) were Legal Studies majors. Only majors were evaluated using the VALUE rubric. Four (4) of the six majors scored a 3 or above on the VALUE rubric, with all four of those students scoring a four (4) on the VALUE rubric. One (1) student scored a 1 on the VALUE rubric, and one (1) student did not score benchmark on the VALUE rubric. The average student score was a 2.83	Target Not Met
		Program - Mathematics (including Minor and Secondary	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	MA 319 Materials and Method in the Teaching of Secondary Mathematics was taught in Fall 2020.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	Communication VALUE Rubric.	Average score = 2.92 5 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 7 students in MUS 302 Music History 2. They were directed to write a term paper on the musical design of the Catholic Mass. One student scored a 4, two students scored a score of 3, three students scored a score of 2 and one student scored a score of 1. The target was met.	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% of ASN students scored a 3 or above on this section of the rubric. The class average was 3.82.	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.	64 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.83.	Target Met
		Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {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 overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	The overall average score for students in POL 250 World Politics was a 2.92, just below the target of 3.0. Of the ten students completing the assignment, six scored an overall 3.0 or higher, three scored between a 2 and a 2.5, and one student scored a very low 1.4. The lowest average scores were on the Genre and Disciplinary Conventions dimension (2.7) and the Content Development	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor, Social Science, Nonprofit Advocacy concentration and Public Administration Certificate) - BA {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 overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	dimension (2.75). The highest average scores were on the Context and Purpose of Writing dimension (3.05) and the Syntax and Mechanics dimension (3.15).  The lower overall average score is likely the result of two factors. First, COVID-19 caused disruption in many aspects of students' and instructors' lives, including a change in the modality of POL 250, from face-to-face to synchronous online instruction. This resulted in fewer writing workshops, lower attendance at these workshops, and poorer quality of engagement in the workshops. Second, the creation of a political science degree concentration in social studies attracted an influx of majors who have coursework across social science disciplines (economics, psychology, sociology, geography, and history as well as political science) and often have a high number of transfer hours. This likely explains the poor scores in Genre and Disciplinary Conventions. It may also have contributed to the poor Content Development dimension, since political analysis may be less familiar to these students than to previous majors whose background was rooted firmly in political science.	Target Not Met
			2.2 (GEO 1.c.)	Students will demonstrate effective	The overall average score for	Unable to assess due to lack of	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 1.c.)	organization, language, delivery, supporting material, and central message for oral communication.	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.	data. Because POL 250 and 390 were both moved online due to COVID-19, formal oral presentations were not assigned. POL 202 was not taught at all.	Inconclusive
		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.	One of the five students in the pre-law minor took one of the Research & Writing courses (PLG 330) required in the minor. The student's overall average on the Written Communication VALUE Rubric was a 3.0 so the target was met. The student's score was highest (4 out of 4) on the Genre and Disciplinary Conventions dimension, and this was especially encouraging because the assignment involved the student writing a legal brief. This is strong evidence that the pre-law minor prepares students for the often esoteric conventions of the legal field. The student scored lowest along the Content Development dimension (2 out of 4) because the student's engagement with multiple legal perspectives and precedential case law was weak. This suggests the need for more structured debate and additional assignments/class exercises that train students in the identification of multiple competing interpretations of an issue and selection of sources and evidence that support one interpretation over another.	Target Met
		Program -	1.1 (GEO 1.c.)	Psychology students will	The average score of PSY 455	Assessment conducted in Fall	Target Not

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	demonstrate effective written communication skills.	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.	2020. Average score on the rubric was 2.75, which indicates improved performance compared to an average score of 1.9 for the previous academic year.	Met
			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.	No data collected in 2020-2021. Relevant assignment modified for online environment in Fall 2020, but modification did not allow for data collection. It should be noted that this measure was designed for face-to-face courses; ergo, it would have been a challenge to compare data collected in an online course with that from previous years.	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.	Faculty teaching the course left the university. The new faculty teaching the course did not complete the assessment.	Inconclusive
			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.	Faculty teaching this course left the university. The new faculty teaching the course did not assign this assessment.	Inconclusive
		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 students earned a 3 or better on the AAC & U written communication value rubric. The average score was a 96.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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.	Writing samples from FLM 201 were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 2.78 (n = 9) exceeded the target threshold of 2 on the rubric's 4-point scale, with 7 of 9 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (FLM 201 was the only lower-level course offered during the academic year with an assignment relevant to this assessment measure.	Target Met
			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.	Writing samples from FLM 405 were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 4.0 exceeded the target threshold of 3 on the rubric's 4-point scale, but interpretation of the results is limited by the small sample size (n = 2). This year's offering of FLM 405 focused specifically on Japanese films. (COM/WS 303 was not offered during the academic year because of low enrollment.)	Target Met
		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.	FSC 250 Introduction to Aging Spring 2021: Average score of Intercultural Knowledge & Competence : 3.63	Target Met
		Program - Religious Studies - Minor {2016-2017}	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U	The religious studies minor had no students during this year. There was therefore no	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Religious Studies - Minor {2016-2017}	2.1 (GEO 2.a.)	concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	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.	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 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



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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	There were no French minors. See the next part for the assessment results for non-minor students.	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. In FLF 201 – no lower than 2.5 In FLF 202 – no lower than 3 (lower Capstone level)	There were no French minors in 2020-2021 to assess. Other students were assessed and will be reported later.	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	Students were assessed in FLF 102 . In FLF 102 3 students out of 3 scored a 2.0 or higher. Students in French classes are exposed to another culture and gain knowledge and competence.	Target Met
			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	Students were assessed in FLF 202, where 4 out of 4 students scored a 3 or higher. Students in French classes are exposed to another culture and gain knowledge and competence.	Target Met
		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	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
		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.	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 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}	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	The class average 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.	FLS 102 Cultural Capstone average score = 3.0 FLS 201 Cultural Capstone average score = 2.3 Total average = 2.6	Target 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.	Ten non WS major essays were collected and the Inquiry and Analysis rubric was applied. The range of scores were 1.67-2.77. The mean score for all essays was 2.77. On the whole, the mean score suggests that the target score of 1.5 was met.	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 2020-2021 academic year showed continued shifts and changes due to the COVID-19 pandemic. We were able to have 10+ students enrolled in WS 200, so there are more data available. Ten papers from non-women's studies majors/minors were collected	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.	and assessed using the AAC&U VALUE Rubic on Intercultural Knowledge and Competence. Each essay scored well above the target of 2. The range was from 2.17-3.83. The mean for all 10 essays was 3.033	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.	Eleven essays collected and access using the AACU Critical Thinking Rubric from non-women's studies majors/minors were of mixed quality. Two women's studies faculty members accessed the papers, and the their results showed a large disparity. One faculty member ranked the papers on average in the 2.5-3.0 range. The other faculty member accessed the papers in a much lower range from 0-2.8. When averaging the scores of both reviewers, it showed that the average score was 2.2, which meets the target score of 2.0 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.	One WS Major was included in the assessment pool. That essay was assessed, and the essay average a score of 2.	Target Not 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 on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	There was one WS major in the collection of essays. That essay score was an average of 2, which just misses the mark on the target score of 2.5.	Target Met
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions,	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	The average score of PSC 111 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative	86 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2020, 1 section in spring 2021)	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
3. Quantitative and Technology Skills	and make predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	mechanics, and quantitative analysis techniques.	Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	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 86 students evaluated was "3.1" with the following breakdown (18 students, score = 1; 9 students, score = 2; 1 student, score = 3; 58 students, score = 4). Target was achieved. [more]	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 112 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.	36 PSC 112 students across two lecture sections in spring 2021 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 36 students evaluated was "3.1" with the following breakdown (4 students, score = 1; 5 students, score = 2; 12 students, score = 3; 15 students, score = 4). Target was achieved. [more]	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	Neither PSC 312 nor PSC 450/451 were taught this year.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	questions related to thermodynamics/quantum mechanics.	Neither PSC 312 nor PSC 450/451 were taught this year.	Inconclusive
		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.	average score = 2.33 for items assessed in MA 284 Calculus IV (6 items were at level 3; 4 items were at level 2; 2 items were at level 1) Multiple items were assessed for each student.	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 AAC&U Quantitative Literacy VALUE Rubric.	mean = 2.36 14 total items assessed in MA 306 Differential Equations (8 items at level 3; 3 items at level 2; 3 items at level 1) Multiples samples of work for each student were assessed. 2 students.	Target Not Met
		Program - Nutrition and Health - Minor {2016-2017}	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.	Due to the public health emergency and this program being without a director for a year, very little academic assessment has taken place.	Inconclusive
	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.	No minors declared prior to Spring 2021, so no data collected.	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	No minors declared prior to Spring 2021, so no data collected.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 3.b.)	Students will analyze quantitative information presented in different formats.	course assignments.	No minors declared prior to Spring 2021, so no data collected.	Inconclusive
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.	Unable to assess due to lack of face-to-face activity and because all graduating seniors required the course , POL 202 was not offered in 2020-2021.	Inconclusive
	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.	Unable to assess due to lack of face-to-face activity and because all graduating seniors required the course , POL 202 was not offered in 2020-2021.	Inconclusive
	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.	The average score was 2.6.	Target Met
		Program - Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS {2016-	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 2020-21, only one student completed the Capstone and graduated in IS. That student did a very good job in their work. Two faculty scored the student on the Inquiry and Analysis, Written Communication and Oral	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	Communication rubrics. The student scored a perfect score of "4" for every single measure on all three rubrics from both faculty.	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.	Nine upper Level WS papers (300 and 400 random selection from 2020-2021 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 nine essays. Using the Critical Thinking AACU Value Rubric, the ten papers had a range of 0.6-3.8. The overall average was 2.39	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.	Ten upper Level WS papers (300 and 400 random selection from 2020 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. Inquiry and Analysis Rubric: – range 1.17 to 3.84; - overall average – 2.50	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 about the roles or statuses of	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)	There are very few students in the program and none at this level in the program. Therefore, there were no course offerings for WS 400 and above, which yielded no projects to assess.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	women in a culture or cultures.	or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	There are very few students in the program and none at this level in the program. Therefore, there were no course offerings for WS 400 and above, which yielded no projects to assess.	Inconclusive
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.	Only one (1) student was enrolled in ED 404 - Teacher Internship: Early Childhood in the 2020 - 2021 Academic Year, in the Fall 2020 Term. No analysis was conducted for this outcome for the 2020 - 2021 Academic Year.	Inconclusive
		Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	Candidates will be able to demonstrate an understanding of content 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.	All students who completed the Portfolio assignment in ED 404 Internship: Elementary Education in the Fall 2020 semester scored 2.0 or better for InTASC #4 when assessed using the AAC&U Lifelong Learning Value Rubric. Additionally, the overall average for the group was 3.49.  No data is available for the SP21 semester as of 4/9/21.	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.	FSC 250 Introduction to Aging Spring 2021: Average score of Foundations and Skills for Lifelong Learning Value: 3.2	Target Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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 students scored above a 3 on the rubric. The class average 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.	146 RN to BSN in NU 465 for an average score of 3.15 64 BSN generic students in NU 449 for an average score of 3.83	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.	Faculty teaching this course left the university. The course was not offered.	Inconclusive
		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.	Of the surviving responses (see "Notes" below) 1 out of 1 (100%) 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.	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 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	Freshmen: 2 out of 2 students met the target (100%). Sophomores: 2 out of 3 students met the target (66%). Juniors: 3 out of 3 students met the target (100%). Seniors: 2 out of 3 students met the target (66%). Overall: 9 out of 11 students met the target (82%).	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.	for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	Freshmen: 2 out of 2 students met the target (100%). Sophomores: 2 out of 3 students met the target (66%). Juniors: 3 out of 3 students met the target (100%). Seniors: 2 out of 3 students met the target (66%). Overall: 9 out of 11 students met the target (82%).	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 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.	Freshmen: 4 out of 4 students met the target (100%) Sophomores: 3 out of 4 students met the target (75%) Juniors: 4 out of 4 students met the target (100%) Seniors: 1 out of 2 students met the target (50%) Overall: 12 out of 14 students met the target (86%)	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