

# Gen Ed Results Report 2022-2023

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 Minors: Culinary Arts, Culinary Mgt, Nutrition, and Pastry Arts; also includes students in the Bus. Admin - Culinary Arts concentration) - BS, BAS {2016-2017}	1.1 (SLO, 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.	Students checked poultry and meats for minimal internal cooking temperatures using digital thermometers during the CA 300 lab using Servsafe standards and were evaluated utilizing the Problem Solving Value Rubric. Students for both sections of CA 300 in Spring of 2023, had 100% score of 4 on the Rubric.	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.	75% of students will score at least 3 on the 1 - 4 scale used on the AAC&U Oral Communication VALUE Rubric.	Fall 2022 – 4 students assessed – 4 met target Spring 2023 – 4 students assessed – 4 met target Of the 8 total students assessed, 8 (100%) met the target. The average student score was a 4.07.	Target Met
			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.	75% of students will score at least 3 on the 1 - 4 scales used on the AAC&U Integrative Learning VALUE Rubric.	Fall 2022 – 5 students assessed – 4 met target Spring 2023 – 6 students assessed – 4 met target Of the 11 total students assessed, 8 (72.7%) met the target. The average student score was a 3.05.	Target Not Met
		Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	Second year of data collection for target. Assessment conducted in Fall 2022. Average score on the rubric was 1.74. Scores were higher than last year (M = 1.34). Submissions were mostly from first-year students. We think higher scores were partly due to this year's assignment being a better fit for the rubric. Scores on conclusion, context, and	Target Not Met

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		Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	position/hypothesis were lower than on explanation of issues and evidence.	Target Not Met
	1.b. Analyze the arguments and points of view of others {Critical Thinking VALUE Rubric}	Program - Elementary Education - BS {2016-2017}	1.1 (SLO & GEO 1.b.)	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their students' progress and their own professional practice by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on items 1, 7 and 8 of the TIAI (Research and Evidence).	ED 335 and Internship Results (TIAI Indicators 1,7, 8)  ED 335 and Internship Results (TIAI Indicators 1,7, 8)  # of students in section Indicator 1 Indicator 7 Indicator 8 FA22-ED 335 10  2.95 SP23-ED 335 2.85 2.86 8  3.00 FA22-Intern (Phase 1) 12 2.88 2.88  2.67 FA22-Intern (Phase 2) 12 2.44 2.54  2.79 SP23-Intern (Phase 1) 10 2.71 2.74  2.61 SP23-Intern (Phase 2) 10 2.31 2.25  2.63 2.70 2.6          Totals: Indicator 1 2.78  Indicator 7 2.63	Target Met
							62
							2.78
							2.63

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	1.b. Analyze the arguments and points of view of others {Critical Thinking VALUE Rubric}	Program - Elementary Education - BS {2016-2017}	1.1 (SLO & GEO 1.b.)	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their students' progress and their own professional practice by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on items 1, 7 and 8 of the TIAI (Research and Evidence).	Indicator 8 2.66	Target Met
		Program - Fine Arts (including Graphic Design and Studio Art Minors) - BFA {2016-2017}	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	The scores for the Junior Seminar students' performance on the creative thinking rubric are significantly higher than last year's (a return to previous levels.) This can be explained both that last year's cohort struggled more than other years' and that this year's cohort was particularly engaged with the course. (Interestingly, this group continued the trend set by last year's students to perform very well on the contemporary artist test.) The class did not implement the reform of increasing the number of in-process critiques but this may still be a good idea. Once again, the high scores were for criteria 1 (acquiring competencies) and criteria 5 (innovative thinking). These high scores make sense because students are naturally focused on and aware of developing and integrating skills. The high "innovative thinking" score is explained by	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Fine Arts (including Graphic Design and Studio Art Minors) - BFA {2016-2017}	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	our department's focus on encouraging independent work early in the program. The low score was for criteria 4 (embracing contradictions); this fact can be explained in part by the class doing a better job discussing risk taking (the previous low score) at various stages of the course. Only one student scored below 2.5 on any of the criteria. The student who scored the lowest overall was the student who was least engaged with the class because he/she was given a special accommodation to complete most of the class online.	Target Met
		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.	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.	In Spring 2022, HIS 211 had 7 students enrolled. 3 averaged a score of 3.0 or higher on the Critical Thinking VALUE rubric for the course. We mistakenly used the rubric for the students' performance as a whole for Capstone rather than focusing on one assignment. In the future, we will return to assessing one analytical assignment in the class. As the results in the spreadsheet demonstrate, students did well in using a broad range of sources, writing, and context for the semester, but struggled in framing historical questions, evaluating primary sources, and analysis/interpretation.  Instructor noted that students	Inconclusive

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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.	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.	struggled with anything further than summary of sources, and struggled with crafting a research question. They also struggled with reading comprehension and following directions.	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.	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Target Not Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.1 (SLO, 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.	Eight (8) students were enrolled in PLG 440 Practical Legal Lab in 2022-23 (two students in Fall 2022, six students in Spring 2023). One student was not a program major and is not included for assessment. Using the AAC&U Critical Thinking VALUE rubric, two (2) students scored a 4, one (1) student scored a 3, and four (4) students scored a 2. Therefore, approximately 43% of students in PLG 440 for 2022-23 scored 3 or better, and the average student score on the rubric was 2.57.	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 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.	[Actual Minors are Low-Enrolled Year 1 2022-2023.] The average score of students assessed for the 2022-2023 academic year was 3.24. This is above the Achievement Target of 3. Of 35 student submissions assessed, 27 (77.1%) met the target. These metrics suggest that	Target Met

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		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 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.	students in philosophy classes are gaining skills relevant to critical thinking and argument analysis.	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.	Low-enrolled year 3: compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	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.	Low-enrolled year 3: compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	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.	Low-enrolled year 3: compiled data. We had 0 students attempt this Target over the past three years, so our results are inconclusive regarding the achievement target.	Inconclusive
		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy ) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	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.	Ten students were enrolled in POL 250 World Politics in the Fall 2022 semester. Nine of the ten completed the analytic writing assignment--the Conflict Case Study. Their overall average score on the Critical Thinking VALUE Rubric was a 2.7, just below the achievement target of 3.0. The scores were similar across dimensions: the average score on every dimension except Evidence was a 2.7; the	Target Not Met

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		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy ) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	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.	average score for Evidence was slightly higher, at 2.9. Five students scored a 3.0 or higher across the dimensions, and two students scored below a 2.0. The gap between the highest score (4) and the lowest (0.4) was vast, at 3.6 points. In comparison with prior years, the 2022-2023 results reflect a decline from 2021-2022 that looks much more like the performance seen in 2020-2021, with lower scores and a much wider achievement gap. While virtual workshops were offered and students were required to attend at least one workshop, several students struggled to submit work in time for feedback at each stage of development and either failed to attend any workshops or attended only one. The results do not diminish the value of scaffolding and writing workshops. Rather, the results reflect, in part, the reality that online courses-- even synchronous ones-- attract students whose life circumstances greatly reduce the time they have to devote to study and schoolwork. One of the students whose essay was used for this assessment has a family and a full-time job. She was chronically absent from the course, missed all workshops, and submitted an essay in the eleventh hour that failed to meet the basic requirements	Target Not Met

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		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	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 assignment. Another student took an Incomplete in the class to deal with a surprise pregnancy, so her essay was also written without the benefit of writing workshops and scaffolding. If these two students' scores are excluded from the analysis, the overall average rises to 3.2, above the target of 3.0, and the achievement gap narrows to 1.6 points, which is even better than last year's results. With such a small sample size, outliers have an outsized impact on the assessment results.	Target Not 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.	As in the second year of assessment, there were only two students in the minor at the time of assessment. Again, neither student took PHL 204 or 205 during the assessment year (2022-2023), and so we were unable to assess student assignments from these two courses.	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.	75% of students will score at least 3 on the 1 - 4 scale used on the AAC&U Oral Communication VALUE Rubric.	Fall 2022 – 4 students assessed – 4 met target Spring 2023 – 4 students assessed – 4 met target Of the 8 total students assessed, 8 (100%) met the target. The average student score was a 4.07.	Target Met
			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.	75% of students will score at least 3 on the 1 - 4 scales used on the AAC&U Integrative Learning VALUE Rubric.	Fall 2022 – 5 students assessed – 4 met target Spring 2023 – 6 students assessed – 4 met target Of the 11 total students assessed, 8 (72.7%) met the target. The average student score was a 3.05.	Target Not Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	75% of students will score at least 3 on the 1 - 4 scales used on the AAC&U Integrative Learning VALUE Rubric.		Target Not Met
		Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, 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.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Four essays were collected from WS 200 and the Critical Thinking Value Rubric was applied. The range of the responses was: 1.41-3.4 The median of the responses was as follows: 1.61, 2.7, 3.0, 3.3 According to the target, the results indicate that, on average, all students meet the target of 2 (rounding up 1.61).	Target Met
			1.1 (SLO, 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.	Students will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Four essays were collected from WS 200 and the Intercultural Knowledge and Competence Value Rubric was applied. The range of the responses was: 1.50-3.67 The median of the responses was as follows: 1.59, 2.34, 3.40, 3.0 According to the target, the results indicate that, on average, 3/4 students meet the target.	Target Met
	1.c. Present information, arguments, and ideas in	Program - Art History - Minor {2019-2020}	4.1 (GEO 1.c.)	Students enrolled in 300-level art history courses, critical thinking and writing skills will be assessed using the long essay on their final exam.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	Year 3 of Low-Enrolled no students in the minor were enrolled in a 300 level art history course.	Inconclusive

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	oral, written and visual forms for their contexts {Written/Oral Communication VALUE Rubric}	Program - Art History - Minor {2019-2020}	4.1 (GEO 1.c.)	Students enrolled in 300-level art history courses, critical thinking and writing skills will be assessed using the long essay on their final exam.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	Year 3 of Low-Enrolled no students in the minor were enrolled in a 300 level art history course.	Inconclusive
		Program - Business Administration (including Minors and Certificates) - BBA, 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.	The department spent an extraordinary amount of time revising the entire assessment process with respect to Goals, Assessments and Achievement targets. This revision process also included a complete revision of many of our assessment tools and included the following: 1. SLOs for every course in the department, 2. Senior Exit Exams for each of 9 undergraduate concentrations and the MBA, 3. The Senior Exit Questionnaire for the BBA, BAS, and MBA, 4. and new mission statements. As a result, the Oral Communication assessment slipped through the cracks and data was not collected during AY 2022/2023.	Target Not Met
		Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (SLO & 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 score was 2.33 on the 4-point Written Communication rubric. The mean for writing samples from COM 200 was 2.20 (n = 4), and the mean for COM 250 was 2.45 (n = 4). These results meet the target threshold of 2 or greater on the 4-point scale. Relaxation of Covid-related safety protocols made	Target Met

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		Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (SLO & 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.	interviewing and newsgathering activities easier to manage, which allowed students more time to focus on writing rather than logistics. There might still be some lingering effects of the pandemic on student writing performance, however, as this year's scores were slightly lower than last year's scores. (This could also be due to a smaller dataset this year, in which the performance of one student in each course greatly affected the overall mean.)	Target Met
			1.1 (SLO & 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 was 2.92 (n = 5) on the 4-point Written Communication rubric. Data was collected from COM 465 only. (COM 307 was not offered this academic year because of low enrollment.) These results fall just short of the target threshold of 3 or greater on the 4-point scale and represent a decrease from the results of the previous year. Small sample affected the outcome, as only 1 out of 5 sampled assignments was below the threshold.	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 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Inconclusive
		Program - English (including Minor and Secondary Education	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	Twelve essays from EN 303 and EN 360 were evaluated by two faculty members. Average scores ranged from 2.6 to 3.8	Target Met

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		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.	average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	with 5 students scoring between 2.6 and 2.9 and 7 scoring 3.0 or higher.	Target Met
			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	Six student from EN 499 English Capstone were assessed using the AAC&U Written Communication Value Rubric. Scores ranged from 2 to 3.8 with a spread of 2, 2.6, 2.8, 3, 3.2, 3.8. Had we increased our target, that target would not have been met by at least 1 student..	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.	24 student essays from EN 102 were assessed. These consisted of a sample of at least 3 papers from each section offered in Fall 2022 and Spring 2024, including one section from a dual-enrollment class. All essays were scored with a 1.5 or higher with a range of 1.9 (1) to 3.9 (1). The mean score was 2.79 and the median was 2.7. There was 1 score below 2.0, 5 scores 2.0-2.4, 9 scores 2.5-2.9, 5 scores 3.0-3.4, and 4 scores 3.5-3.9. Students show a strong writing ability based on this rubric after completing the composition sequence. If we had raised our target to 2.0, we would not have met the new target, though there would have been only one student who missed it by a tenth of a point. This suggests that 2.0 may be a good new target to set for this assessment.	Target Met
		Program - Family Science (including	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	(Baccalaureate level) The average score of FSC 465	The average score of FSC students on key stakeholder	Target Met

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		CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	assignments was 3.5 on the AAC & U Written Communication Value Rubric; thus, the target was met.	Target Met
			1.1 (SLO, 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 FSC faculty met to discuss our assessment results on 10 May 2023. Results indicated that, for students who completed all prerequisite assignments and who attended all classes, the average score on the AAC & U Written Communication Value Rubric was 2.38, thus the target was not met. For ALL students enrolled in the class during the 22-23 AY, the students' literature reviews were rated a 2.08; thus the target was not met	Target Not Met
		Program - Film Studies - Minor {2016-2017}	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from courses will be at least 2 on the 4-point Written Communication rubric.	Relevant writing samples were drawn from FLM 201, COM/WS 303, and FLM 405. These writing samples were analyzed using the AAC&C Written Communication VALUE rubric. The mean score for FLM 201 was 2.72 (n = 5); the mean score for COM/WS 303 was 3.04 (n = 5); the mean score for FLM 405 was 2.88 (n = 5). The combined mean score was 2.88 (n = 15) (all scores on a 4-point scale). The lowest sub-score was Syntax and Mechanics, with a mean of 2.47 (above the threshold of 2 on the 4-point scale). These results indicate that students are demonstrating the ability to write about films in a clear, concise manner.	Target Met

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		Program - Film Studies - Minor {2016-2017}	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from courses will be at least 2 on the 4-point Written Communication rubric.	Note: Actual minors are low-enrolled year 1, 2022-2023.	Target Met
		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.	This year 7 students enrolled in HIS 211 and 6 completed an oral presentation regarding their research topic. The class was face to face and all presentations were done in the classroom and face to face. The results were not good.  In none of the measures did the class average above 3.0, even when removing the student who did not complete the assignment. The lowest measures were supporting material and central message. 3 of the students received a 3.0 or above on their average.	Target Not 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.	Due to a new chair and faculty who had not taught the course in a while, we did not have this rubric to assess outcomes.	Inconclusive
		Program - Honors College {2016-2017}	2.1 (SLO, 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 13 of 13 students in HO 401 (100%) scored at least a 90 on the 0-100 scale in presenting the first phase of their original independent research in a clearly organized and compelling way. In 2020-2021, we revised this goal to focus on students	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 (SLO, 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 posters in HO 401 rather than students making stage presentations in HO 402. However, in both 2020-2021 and 2021-2022, we had to modify the presentation format due to the risk of COVID spread. In 2022-2023 we were able to return to our pre-pandemic format of students with their posters at easels stationed throughout the event space with rotating groups of students, faculty evaluators, and guests visiting each poster for a presentation of 6-8 minutes. Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 13 of 13 students in HO 401 (100%) scored at least a 3 on the 0-4 scale in presenting the first phase their original independent research in a clearly organized and compelling way. Even though students had not been exposed to this traditional format since their freshman year (or not at all in the case of transfer students), they accommodated to it well and gave confident presentations. Required practice sessions ahead of time continue to be helpful but were especially so this time since students had not seen this format of presentation in a long time or at all. [more]	Target Met
			2.1 (SLO, GEO 1.c.)	At the culmination of the proposal stage of the independent research project, the honors students will present their original independent	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	Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 13 of 13 students in HO 401 (100%)	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (SLO, GEO 1.c.)	research by poster in a clearly organized and compelling way.	Communication VALUE Rubric in presenting thier original independent research in a clearly organized and compelling way.	scored at least a 3 on the 0-4 scale in presenting the first phase of their original independent research in a clearly organized and compelling way. In 2020-2021, we revised this goal to focus on students presenting posters in HO 401 rather than students making stage presentations in HO 402. However, in both 2020-2021 and 2021-2022, we had to modify the presentation format due to the risk of COVID spread. In 2022-2023 we were able to return to our pre-pandemic format of students with their posters at easels stationed throughout the event space with rotating groups of students, faculty evaluators, and guests visiting each poster for a presentation of 6-8 minutes. Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 13 of 13 students in HO 401 (100%) scored at least a 3 on the 0-4 scale in presenting the first phase their original independent research in a clearly organized and compelling way. Even though students had not been exposed to this traditional format since their freshman year (or not at all in the case of transfer students), they accommodated to it well and gave confident presentations. Required practice sessions ahead of time continue to be helpful but were especially so this time since students had	Target Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (SLO, 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.	not seen this format of presentation in a long time or at all.	Target Met
		Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	2.1 (SLO, 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.	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years] In AY 2022-2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	Inconclusive
			3.1 (SLO, 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.	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years] In AY 2022-2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	Inconclusive
		Program - Kinesiology (including Exercise Science Minor) - 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.	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 in Kinesiology.	The Summer and Fall 2022 and Spring 2023 three sections of KIN 416 Internship had 26 students enrolled. 25 of 26 (96%) students had an average score of 2.5 or higher on two Case Study Assignments. The breakdown of average	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Kinesiology (including Exercise Science Minor) - 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.	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 in Kinesiology.	scores is as follows: 17 students had and average score of 3.51 – 4.0 7 students had and average score of 3.01 – 3.5 2 students had and average score of 2.51 – 3.0 1 student had and average score of 2.2	Target Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.3 (SLO, 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.	Seven (7) students were enrolled in Fall 2022 PLG 330 Legal Writing. The students were given four distinct writing assignments to complete. Five (5) students completed all 4 assignments. 83% of the total assignments scored 85 or above. Six (6) students (or 88%) scored 85 or higher on the four assignments.	Target Met
			2.1 (SLO, 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.	Fifteen (15) students were assessed in oral presentations in the following 2022-23 courses: FA 2022 PLG 401 Special Topics: Trial Basics and SP 2023 PLG 401 Special Topics: Trial Basics II. Fourteen (14) scored a 3 or above on the VALUE rubric. Eleven (11) of the students scored a 4, three (3) students scored a 3, and one student did not meet benchmark. The average student score was a 3.53.	Target 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 319 Methods and Materials in Secondary Mathematics was taught Fall 2023. Average score = 3.00 6 presentations were assessed 3 students	Target Met
		Program - Music (including Minor) - BA, BM {2016-	1.2 (SLO, GEO 1.c.)	Students will complete written assignments on music history topics.	The average scores for students on relevant assignments in MUS 302 will	There were 5 students enrolled in MUS 302 Music History course. They were	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2017}	1.2 (SLO, GEO 1.c.)	Students will complete written assignments on music history topics.	be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	asked to write a paper analyzing how Western concert music changed from the early nineteenth century to the early twentieth century, by analyzing several pre-assigned classical works. The results were as following: four students scored a 4 on the AAC&U Written Communication Value Rubric, while the 5th student scored a 3.	Target Met
		Program - Nursing - ASN {2016-2017}	1.3 (SLO, 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 percent of students achieved a 3 or higher on the AACU Oral communication value rubric. 11 students equaled a 3. 30% of the class had a B. 70% of the class had an A. 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.  AACU= 4 Equal to A; 3 Equal to B; 2 Equal to C; 1 Equal to D	Target Met
		Program - Nursing - BSN {2016-2017}	1.3 (SLO, 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.	67 senior students completed the AACU Oral Communication Value Rubric in NU 449 for an average of 4.0.	Target Met
		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy	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	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	Ten students were enrolled in POL 250 World Politics in the Fall 2022 semester. Nine of the eleven completed the analytic writing assignment--	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		) - BA {2016-2017}	2.1 (GEO 1.c.)	and mechanics.	the AAC&U Written Communication VALUE Rubric.	<p>the Conflict Case Study. Their overall average score on the AAC&amp;U Written Communication VALUE Rubric was a 2.7, below the achievement target of 3.0. The scores were highest, on average, along the Context and Purpose of Writing and the Syntax and Mechanics dimensions (both at 3.0); they were lowest on the Genre and Disciplinary Conventions dimension (2.5). Only four students scored a 3.0 or higher across the dimensions, and two students scored below a 2.0. The gap between the highest score (3.9) and the lowest (1.4) was a considerable 2.5 points. In comparison with prior years, the 2022-2023 results reflect a decline from 2021-2022 that looks much more like the performance seen in 2020-2021, when the target was also not met and the achievement gap quite large. While virtual workshops were offered and students were required to attend at least one workshop, several students struggled to submit work in time for feedback at each stage of development and either failed to attend any workshops or attended only one. The results do not diminish the value of scaffolding and writing workshops. Rather, the results reflect, in part, the reality that online courses-- even synchronous ones-- attract students whose life</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - 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.	circumstances greatly reduce the time they have to devote to study and schoolwork. One of the students whose essay was used for this assessment has a family and a full-time job. She was chronically absent from the course, missed all workshops, and submitted an essay in the eleventh hour that failed to meet the basic requirements of the assignment. Another student took an Incomplete in the class to deal with a surprise pregnancy, so her essay was also written without the benefit of writing workshops and scaffolding. If these two students' scores are excluded from the analysis, the overall average rises to the target of 3.0 and the achievement gap narrows to 1.8 points, which is much more in line with last year's results. With such a small sample size, outliers have an outsized impact on the assessment results.	Target Not 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.	Of the ten students enrolled in POL 250 World Politics, seven completed the final oral presentation of their Conflict Case Study as required. Of these, five scored 3.0 or higher on the Oral Communication Value Rubric and two scored below. The class average was a 3.1, just above the target of 3.0. On average, scores were highest on the Delivery dimension (3.3) and flat across the other dimensions, at 3.1. The gap	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.	between the highest and lowest achieving students was 1.9 points, which was reduced from last year but still significant. The two students who did not complete the final oral presentation are the same two students whose essays substantially lowered the results for assessment of 1.1 (GEO 1.b/SLO1) and 2.1 (GEO 1.c.). Thus, it is likely that much of the improvement over last year's results are merely the consequence of two over-extended virtual students failing to complete an assignment, rather than any success in engaging and improving the skills of those students.	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.	Only one pre-law student completed a Research & Writing course in the 2022-2023 academic year. That student completed PLG 330 Legal Writing, and their score on the major writing assignment (Writing Assignment #3 - Brief in Support of Summary Judgment) was a 2.8 on the Written Communication VALUE Rubric, just below our goal of 3.0. While the accomplishments of a single student are insufficient to draw conclusions regarding an entire program, the student's performance does suggest that the program is helping students learn to follow important conventions and improve the clarity of their	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	writing. The student met the 3.0 goal on both the Genre and Disciplinary Conventions dimension and the Syntax and Mechanics dimension. Given that this assignment required students to write a legal brief following Blue Book citation standards and other important legal conventions, this is especially encouraging. On the other hand, the student fell short of expectations for using evidence--facts of the case and legal precedent--to support the assigned position, which may suggest that the course instructors need to spend additional time helping students engage in these tasks. Still, it bears repeating that this analysis is based on the performance of a single student. Therefore, the conclusions are extremely preliminary and will only be worth considering if reinforced by future assessment results.	Target Not Met
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	In HED 350, 17 students completed a discussion board in which they developed a health message that is audience appropriate. Of those completing the assessment, 16 students (94%) were found to have met or exceeded the target.	Target Met
			1.1 (SLO, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	In HED 350, 20 students completed a discussion board in which they developed an oral presentation that is audience appropriate. Of those completing the	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (SLO, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	assessment, 19 students (95%) were found to have met or exceeded the target.	Target Met
		Program - Speech Language Pathology - BS {2016-2017}	1.1 (SLO, 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.	35 students were assessed this year. The average score was 3.63 on the value rubric. The average grade was a 91. Two students earned a 2 on the assignment; the remaining students earned either a 3 or a 4.	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 and mechanics.	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 AAC&U Written Communication VALUE Rubric.	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 1.	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 (SLO, 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 courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Writing samples from FLM 201 and COM 303 (cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 3.01 (n = 14) met the target threshold of 3 on the rubric's 4-point scale. The mean score on samples from FLM 201 was 2.78 (n = 6), and the mean score for COM/WS 303 was 3.19 (n = 8). (The specific topic of this year's offering of FLM 405 did not yield an assignment relevant to this specific outcome.)	Target Met
			2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	The average score of assessed comparative film analyses from relevant	Note: Actual minors are low-enrolled year 1, 2022-2023. The mean score on the two "Knowledge" sub-scores was 3.21 (n = 14), with a mean of	Target Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	courses will be at least 3 on the 4-point "Knowledge" sub-scores of the Intercultural Knowledge and Competence VALUE rubric.	2.75 (n = 6) drawn from FLM 201 and a mean of 3.56 (n = 8) drawn from COM 303. These results meet the specified threshold of 3 on the 4-point scale and show improvement from the prior year's results.  Note: Actual minors are low-enrolled year 1, 2022-2023.	Target Met
		Program - Gerontology - Minor {2018-2019}	2.1 (SLO, 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.	[Actual Minors are Low-Enrolled Year 3 2022-2023] FSC 250 Introduction to Aging Spring 2023: Average score of Intercultural Knowledge & Competence value: 3.06	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 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 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 available to collect.	Inconclusive
	2.b. Compare human endeavors	Program - Religious Studies - Minor {2016-2017}	1.2 (GEO 2.b.)	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
	across cultures and through history {Intercultural Knowledge & Competence VALUE Rubric}	Program - Religious Studies - Minor {2016-2017}	1.2 (GEO 2.b.)	concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	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.	data 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 available to collect.	Inconclusive
	2.c. Discuss global perspectives and cultures objectively {Intercultural Knowledge & Competence VALUE Rubric}	Program - Human Geography - Minor {2019-2020}	2.1 (SLO)	Students will effectively demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Target Met
			2.2 (SLO)	Students will interpret intercultural experience from the perspectives of their own and more than one worldview.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	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	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	The religious studies minor had no students during this year. There was therefore no data 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.)	religion.	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 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 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.	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled.] FLS 201 Intercultural Capstone average score = 3.6 FLS 202 Intercultural Capstone average score = 2.7 Total average = 3	Target Met
		Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, 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.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years.] Four essays were collected from WS 200 and the Critical Thinking Value Rubric was applied. The range of the responses was: 1.41-3.4 The median of the responses was as follows: 1.61, 2.7, 3.0, 3.3 According to the target, the results indicate that, on average, all students meet the target of 2 (rounding up 1.61).	Target Met
			1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with	Students will score an average of at least a 2 or	[Low-Enrolled Year 1 2022-2023. Because of low-	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (SLO, GEO 1.b. & 2.c.)	the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	enrollment, this program will analyze results every three years.] Four essays were collected from WS 200 and the Intercultural Knowledge and Competence Value Rubric was applied. The range of the responses was: 1.50-3.67 The median of the responses was as follows: 1.59, 2.34, 3.40, 3.0 According to the target, the results indicate that, on average, 3/4 students meet the target.	Target Met
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.	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] 61 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2022, 1 section in spring 2023) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from a homework assignment, quizzes, and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 61 students evaluated was "2.6" with the following breakdown (23 students, score = 1; 6 students, score = 2; 5 students, score = 3; 27 students, score = 4). Target was not achieved.	Target Not Met
			1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium,	The average score of PSC 112 students should be at least a "3" on the 0-4 scale used in	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled]	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 3.a.)	thermodynamics/quantum mechanics, and quantitative analysis techniques.	the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to equilibrium.	25 PSC 112 students across two lecture sections in spring 2023 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from a homework assignment, a quiz, and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 25 students evaluated was "2.9" with the following breakdown (6 students, score = 1; 2 students, score = 2; 4 students, score = 3; 13 students, score = 4). Target was not achieved.	Target Not 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.	[Major Low-Enrolled Year 1 2022-2023. Overall program is not low-enrolled] PSC 450/451 was taught during the 2022-23 academic year, PSC 450 in the fall semester and PSC 451 in the spring semester. Thermodynamics was assessed in PSC 450. Four students were assessed using questions on an exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 4 PSC 450 students evaluated on the exam was "3.0" with the following breakdown (0 students, score = 1; 2 students, score = 2; 0 students, score = 3; 2 students, score = 4).	Target Not Met

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.	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.	Quantum mechanics was assessed in PSC 451. Four students were assessed using questions on an exam. Questions were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 4 PSC 451 students evaluated on the exam was "2.8" with the following breakdown (0 students, score = 1; 1 student, score = 2; 3 students, score = 3; 0 students, score = 4).  The average of the "3.0" from thermodynamics and the "2.8" from quantum mechanics is "2.9".  Target was not achieved.  The chemistry faculty will share all of our results and analyses with the Department of Sciences and Mathematics Chair and faculty.	Target Not 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 = 2.53 for items assessed in MA 284 Calculus IV 30 total items assessed 18 at level 3; 10 at level 2; 2 at level 1 Multiple items were assessed for each student 3 students	Target 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.	Average score = 2.55 for items assessed in MA 306 Differential Equations. 22 items total assessed. 15 items at level 3; 4 items at level 2; 3 items at level 1. Multiple items were assessed for each student. 5 students in MA 306.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	3.b. Analyze quantitative information presented in different formats {Quantitative Literacy & Analysis VALUE Rubric}	Program - Digital Studies - Minor {2019-2020}	1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students (on average) will earn a C or higher in the class.	Low-Enrolled Year 3. No minors declared in 2022-2023. In 3 years, the program has had 2 minors. Both have completed LIB 201, for a total C average.	Target Met
			1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students, on average, will earn a C or higher in the class or classes.	Low-Enrolled Year 3. No minors declared in 2022-2023. In 3 years, the program has had 2 minors. The 2 students who declared a minor received a B in MKT 455 (an approved substitute for the MIS course) and a D in MIS 322.	Target Met
4. Understanding of Self, Society, and The Natural World	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minors: Political Science and Nonprofit Advocacy ) - BA {2016-2017}	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	Eleven students were enrolled in POL 202 Making Democracy Work in the Fall 2022 semester; all eleven completed the major assignment involving facilitation and, afterward, reflection. The average score achieved by the eleven students on the Civic Engagement VALUE Rubric was a 3.0, exactly our target. Five of the eleven students earned a 3.0 or above. Of the two who scored lowest (1.3 and 2.0), both were chronically absent and did not participate in many of the building assignments and class exercises that reinforced skills and values assessed in the rubric. On average, students scored highest on the Analysis of Knowledge and Civic Identity & Commitment dimensions (3.3 in both cases)	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.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	and lowest on the Civic Contexts/Structures dimension (2.6). The gap between the lowest and highest scoring students was a 2.7 point gap (1.3 versus 4.0). In comparison to the previous year, scores were slightly lower and the achievement gap widened slightly.	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 (SLO, 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 student selects a published journal article and writes a research proposal based on the research in the article.	Target was met. Students assessed on the VALUE Inquiry & Assessment rubric averaged 3.4 out of 4.	Target Met
		Program - Human Geography - Minor {2019-2020}	3.2 (SLO)	Students will synthesize in-depth information from relevant sources representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	2022-2023 = Low-enrolled Year 2 Low-enrolled Year 2: GEO 318 was taught during Fall 2022, and the 4 students enrolled in that course were assessed. GEO 314 was not taught during the 2022-23 school year.	Target Met
		Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social 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.	[Low-Enrolled Year 1 2022-2023. Because of low-enrollment, this program will analyze results every three years] In AY 2022-2023 there is one senior student in IS 499 Capstone. That student is still working on her capstone project after changing topics late in the semester and took an incomplete. She will complete her project for an August 2023 graduation.	Inconclusive



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
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 2 students completed ED 404 in the Fall 2022 Term, and 0 students enrolled in ED 404 in the Spring 2023 Term.	Inconclusive
		Program - Gerontology - Minor {2018-2019}	1.1 (SLO, 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.	[Actual Minors are Low-Enrolled Year 3 2022-2023] FSC 250 Introduction to Aging Spring 2023: Average score of Foundations and Skills for Lifelong Learning Value: 3.05	Target Met
		Program - Nursing - ASN {2016-2017}	1.2 (GEO 5.a, SPG C.3)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	At least 90% of graduating ASN students will receive a 2 (or the minimum value assigned) required for the Teamwork and Collaboration portion of the NU 235 preceptorship experience.	94 percent of graduating ASN students received a 2 on the required Teamwork/collaboration portion of the NU 235 preceptorship experience.	Target Met
			1.2 (GEO 5.a, SPG C.3)	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 percent of the students (37) achieved a 3 or higher on the AACU Teamwork Value Rubric during the NU 216 EBP team project. 94 percent of students achieved a 5 on Peer Review/4.9 met ASN sophomore students completed a peer review survey on each member of their team. The peer review survey results align with the AACU as below:	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 5.a, SPG C.3)	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.	AACU= 4 equal to 5 on peer; 3 equal to 4 on peer; 2 Equal to 3 on peer; 1 equal to 2-0 on Peer Evaluation	Target Met
		Program - Nursing - BSN {2016-2017}	1.2 (SLO, 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.	64 RN to BSN students completed in NU 465 for an average of 3.3. 67 BSN Generic Students completed in NU 449 for an average of 4.0	Target Met
		Program - Theatre - BA (including minor) {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.	1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing an understanding of the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related document on Student responses. [more]	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 for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	All students met the the 70% threshold with ease (even the one student who has had trouble with it in the past). The average score was 3.5.	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	It is expected that the freshmen, sophomores, first year transfers, juniors and	2 out of 2 Freshmen met the target (3 and 3.5) 1 out of 1 Junior met the	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)	diligence, reliability, and punctuality.	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.	target (4) 1 out of 1 First-year transfer met the target (4) 1 out of 2 Seniors met the target 3.8 and 2.5) The average score was 3.4 82% met the 70% threshold	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 assessed. one student was enrolled in ED 407 in the Spring semester, but dropped it five weeks into the semester.	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	Program remains below 5 students enrolled; too low for reporting purposes. Low-enrolled year 1.	Inconclusive