

Gen Ed Results Report 2017-2018

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
1. Critical Thinking and Effective Communication	1.a. Evaluate information for the purposes of making informed decisions {Problem Solving VALUE Rubric}	Program - Culinary Arts (including Minor) - BS, BAS {2016-2017}	1.1 (GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	Of the 18 students enrolled in CA 300, 12 (60%) of them scored at least a 3 on the 0-4 scale used in the Problem Solving rubric in identifying potentially hazardous foods.	Target Met
		Program - Culinary Science/Culinology - BS {2016-2017}	1.1 (GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	Of the 18 students enrolled in CA 300, 12 (60%) of them scored at least a 3 on the 0-4 scale used in the Problem Solving rubric in identifying potentially hazardous foods.	Target Met
		Program - Family Studies (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 students in FS 465 on the Problem Solving Value Rubric was 3.4 thus the target was met.	Target Met
		Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	1.1 (GEO 1.a.)	Students successfully use Pre-Post Tests to gather and evaluate information in order to make informed decisions about an instructional unit.	As a formative assessment, the average score of KIN 451 students will be at least a 2 on a 0-4 scale using the AACU Problem Solving VALUE Rubric on a Pre-Post Test and associated project assignments used to gather, evaluate and apply their assessment data in relation to an instructional unit.	Due to change in teacher for on-site location, student was not able to do the pre-post test. No data collected.	Inconclusive
	1.b. Analyze the arguments and points of	Program - History (including Minor and Secondary	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	The Performance Task Assessment was required of each student and the Critical	Target Met

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	view of others {Critical Thinking VALUE Rubric}	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).	Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	Thinking Value Rubric was applied to each individual student's assessment in Fall 2017. Overall, the average for the class was a 3.15. Of the five items assessed by the Value Rubric, students performed similarly (and right at the 3.0 average) on all items except "conclusions and related outcomes", where the class averaged a 2.6. So, in the five categories of the Value Rubric, only in the "conclusions and related outcomes" did we not meet our 3.0 average. Additionally two individual students did not meet the 3.0 average overall and scored consistently low with 2s across the rubric. However, overall, the good outweighed the bad so that our target of an overall class average of 3.0 was met.	Target 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.	Twenty-two (22) students were enrolled in PLG 440 Practical Legal Lab in 2017-18 (eleven students in Fall 2017, eleven students in Spring 2018). Of those, twenty-one (21) students completed the assigned capstone application project. Using the AAC&U Critical Thinking VALUE rubric, fourteen (14) students, or 67% of students, scored at least a 3, with nine (9) of those fourteen (14) scoring a 4. Three (3) students did not meet benchmark, and one student scored a 1. The average rubric score of the	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.	students as a whole was 2.76.	Target Not Met
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself 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.	For all students who minor in philosophy, an exam or writing assignment with an argument identification or evaluation component was selected for assessment using the AAC&U Critical Thinking Rubric. During the 2017-2018 academic year, there were three philosophy minors who took philosophy courses. Fall 2017: PHL 204 (2 students: 3.8 & 3.3); Spring 2018: PHL 204 (1 student: 2.9). The average score on the argument identification/evaluation assignment by philosophy minors was a 3.225.	Target Met
			1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself 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 all philosophy courses, an exam or writing assignment with an argument identification or evaluation component was selected for assessment using the AAC&U Critical Thinking Rubric. Five exams or written assignments were randomly selected from the student pool in every course section. A total of 55 assignments from 11 sections in Fall 2017 of philosophy and across all course levels (200- to 400- level) were assessed using the AAC&U Critical Thinking Rubric. Out of the 11 sections of philosophy, only two course sections in Fall 2017 scored below a 3.0. The average score across all 11	Target Met

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			1.1 (GEO 1.b.)	The student will be able to critically analyze the arguments and viewpoints of him or herself 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.	sections in Fall 2017 was a 3.3964. For Spring 2018, 7 courses were evaluated using the critical thinking rubric for assignments from a sampling of 35 students. The total average score is 3.1057. The total average score for 2017-2018 academic year is 3.251.	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.	No students enrolled for this academic year. Therefore, no students took the experimental procedure critique.	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.	No students enrolled for this academic year. Therefore, no students took the designed the experimental procedure.	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.	No students enrolled for this academic year. Therefore, no students took the classroom management webinar.	Inconclusive
		Program - Political Science (including Minor 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.	Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details).	Target Met

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		Program - Political Science (including Minor 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>The average Critical Thinking score across categories for this rubric was 3.4, so our target was met and our outcomes improved from last year's score of 3.1.</p> <p>Student averages on all dimensions of the Critical Thinking Value Rubrics were above the target score of three. However, four of the eleven students were at or below an overall score of 15, indicating that they are barely meeting or are failing to meet our goal of three in each dimension of the rubrics. Overall scores were lowest in the "Context and Assumptions" dimension, and this was true for these four students as well. Last year, the student's critical engagement with sources was below the level three target. This year, the average score was 3.6. This was accomplished by scaffolding assignments so that students first submitted a literature review, then received feedback and instructions for improvement before moving on to complete the Global Comparison essay. See below for assignment details.</p> <p>Assignment Used for Written Communication and Critical Thinking Assessment: Global Comparison (POL 390 Southern Politics) This is a mid-length, 5-6 page essay drawing connections between the aspect of</p>	Target Met

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		Program - Political Science (including Minor 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>Southern politics you researched for the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You should have at least five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to address problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate comparison.</p> <p>* Literature Review This is a mid-length, 5-6 page essay and an annotated bibliography providing a review of the literature on a particular aspect of Southern politics. You may use one of your discussion profiles as a jumping-off point or choose a</p>	Target Met

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		Program - Political Science (including Minor 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.	wholly new area, as long as I approve the topic (don't fret; I just want to make sure it's do-able). You will need to complete an annotated bibliography of at least 10 academic sources (at least seven of which must be peer-reviewed journal articles). From there, following feedback, you will write an essay that explains the subject the authors are seeking to understand, identify major approaches and their points of agreement and disagreement in the literature, and make an argument that either a) policy or institutions should change to reflect the knowledge produced in the literature or b) scholars studying this subject need to address an un(der)studied aspect of the phenomena, consider new evidence, adopt new methods, etc. to improve the state of knowledge in this field of study.	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.	Non-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.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Target Not Met
			1.1 (GEO 1.b. & 2.	The students will be able to analyze,	Non-women's studies majors	This year, since we were not	Target Not

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			c.)	in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	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.	able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	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.	No women's studies minors or majors took WS 200 last summer and we did not offer the course in the spring of 2018	Inconclusive
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.5, meeting the target score, with one student scoring a perfect 4. However, individually, three of the essays scored below target: 1.8, 1.8, and 1.5. I am still encouraged by the relatively high scores of the other 7 students. All of the students are non-minors or non-majors. This rubric data, therefore, cannot be applied to WS majors or minors.	Inconclusive
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or	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	This year we had 13 papers from even a broader range (six different disciplines cross-listed), four of which were written by declared majors or minors. Using the Critical	Target Not Met

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			2.2 (GEO 4.c. & 1.b.)	culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	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.	Thinking Value rubric, the average for all 13 was 3.23, which is just over the overall target of 3, but three of the students scored under a 3, one paper a 0 (for plagiarism) one a 2 and the third paper a 2.4 . (see attached rubric table). The target, therefore, was only partially met. The lowest score was a 0, and the highest a 4. Four of the papers were written by women's studies minors or majors. Their average score overall is impressive--3.85 with the lowest score a 3.6 and the highest, a 4. The non-majors or minors total average is 2.95, and the highest score in this group is a 4 and the lowest a 0. Overall, the non-major and minor scores are impressive, although they do not all meet the upper-milestone level of 3. The majors and minors's scores are very impressive. This year I applied a new departmental WS upper level paper rubric to all the papers. All four majors/minors scored Exemplary on both 1a and 1b of the Rubric. Excluding the "Minimum Standards Not Met" plagiarized paper, the 8 non-majors or minors all scored either a Proficient or Exemplary on the Departmental Rubric	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	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary	One graduate in Interdisciplinary Studies, with women's studies as one of her three emphases, completed oral histories of seven women	Target Met

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			2.2 (GEO 4.c. & 1.b.)	medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	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.	who have suffered from domestic violence and then wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject, including private as well as public medieval writing. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Both students scored a 4 on the Inquiry and Analysis Rubric.	Target Met
	1.c. Present information, arguments, and ideas in oral, written and visual forms for their contexts	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.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met

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	{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.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
		Program - Art Education - BFA {2016-2017}	3.1 (GEO 1.c.)	Students will develop divergent thinking skills such as problem solving, critical thinking, and risk taking when engaging in the process of art making, dialoguing about works of art, and writing about the visual arts.	Students will have an average score of at least a 2 or higher on a 0-4 scale on the AAC&U Written Communication VALUE Rubric for the "What Do the Visual Arts Mean In My Life?" assignment.	Due to Art Education's low-enrollment and faculty leaving the university, no data was reported.	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.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program. Please note that this data contains both BS and BAS students.	Target Met
			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	The average rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
		Program - Business Administration (including Minors and Certificates) - 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.	67% of students earned a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	Target Met
			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	The average rating utilizing	Target Met

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			4.1 (GEO 1.c.)	presentation of relevant discipline-specific targets.	above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	the AAC&U Oral Communication Value Rubric on a presentation completed during their program for student assessed AY 2016-2017 was 3.31.	Target Met
		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 2.34 on the 4-point Written Communication rubric. The mean score for writing samples drawn from COM 200 was 2.13 (n = 10), and the mean score for writing samples drawn from COM 250 was 2.72 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next.	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 3.07 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.10, and the mean score from samples from COM 465 was 3.04. These courses differ in the type of writing required. 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	Target 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.	of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.34) and upper-level courses (3.07) does demonstrate improvement in skills as students progress through the curriculum.	Target Met
		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 (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of students will be able to analyze language using close reading in a text by scoring at least "proficient" on the department rubric 1.	The department Rubric is more accurately called Department Rubric 1a. A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied two rubrics to their set of papers. The 300 level scorers used the department rubric 1 and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.a. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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 (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of students will be able to analyze language using close reading in a text by scoring at least "proficient" on the department rubric 1.	<p>Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's Capstone papers. As for the 15 300 level papers scored with Rubric 1.a: only one of fifteen scored "Not meeting expectation," according to one of the two scorers. Of the remaining 14, 7 scored "Exemplary" and 7 scored "Proficient"</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1 or the equivalent of Rubric 1: 96 percent. Target exceeded</p>	Target Met
			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 3 or higher on the AAU&C VALUE Rubric on Written Communication.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6</p>	Target Met

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			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (16-24 total: 8-12 students who will not graduate by end of academic year from an assignment in EN 303, 304, or 360 and at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 3 or higher on the AAU&C VALUE Rubric on Written Communication.	<p>and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year’s Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24</p>	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	90% of students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2.	The department Rubric is more accurately called Department Rubric 2, (question 1b) "Majors will construct and defend arguments using textual evidence." A total of two faculty members scored the sample of EN 300 level courses, and two other faculty members scored the sample of EN 499: Capstone Papers. Both sets of faculty members applied two rubrics to their set of papers. The 300 level scorers used the department rubric 1b and the Written	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	90% of students will be able to construct and defend arguments using textual evidence by scoring at least "proficient" on the department rubric 2.	<p>Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 100% of English Capstone students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than “2” or “lower milestone - 0 These papers are markedly better than last year’s Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 100% of English Capstone students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	or the equivalent of Rubric 1b: 100 percent. Target exceeded # Students Assessed: 24 # Students Met Target: 24	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 300 level students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers: Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than "2" or "lower milestone" - 0 These papers are markedly better than last year's	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 300 level students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	<p>Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of 300 level major students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers:</p> <p>Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) 90% of 300 level major students will demonstrate proficient or exemplary ability to construct and defend arguments using textual evidence as measured by departmental rubric 2.	<p>Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers. 100%</p>	Target Met
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) English Capstone students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	<p>The 300 level scorers used the department rubric 1b and the Written Communication Value Rubric. The Capstone Scorers used the Information Literacy Value Rubric and the Written Communication Value Rubric. For the purpose of this analysis, an average no lower than "2" or "Lower Milestone" will be equivalent to "Proficient" on Rubric 1.b. Here are some significant data from the 9 scored EN 499 Capstone papers:</p> <p>Lowest Average of two rubrics: 2.3 Highest Average of two rubrics: 4 Overall Average of Rubric Scores from 9 papers – 3.41 Number of papers with overall Average scores between 3.6 and 4 – 5 Number of papers with overall Average scores less than "2" or "lower milestone - 0 These papers are markedly better than last year's</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Majors will construct and defend arguments using textual evidence.	In a sample group of essays (16-24 total: 8-12 from students who will NOT graduate by end of academic year from EN 303-304 & EN 360 AND 8-12 total of students who have completed EN 499: English Capstone) English Capstone students will score an average of at least a 3 (lower Capstone level) on constructing and defending arguments using textual evidence as measured by the AAU&C Value Rubric on Written Communication.	<p>Capstone papers.</p> <p>As for the 15 300 level papers scored with Rubric 1.b: NONE scored "Not meeting expectation." on 1.b In fact, 4 were scored "Exemplary" by each scorer and 7 were scored "Exemplary" by at least one scorer. The remaining 4 were scored "Proficient" by both scorers.</p> <p>Number of student papers in Capstone and in EN 300 Groups 24: Percent scoring at least "Proficient" on Rubric 1b or the equivalent of Rubric 1b: 100 percent. Target exceeded</p>	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 101 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.	<p>Two faculty scorers scored 9 EN 101 papers using the Written Communication Value Rubric.</p> <p>Lowest Overall Average Score of 9 EN 101 Papers 1.9</p> <p>Highest Overall Average Score of 9 EN 101 Papers 4</p> <p>Overall Average Score of 9 EN 101 Papers 3.22</p> <p>While the sample was small, the EN 101 scores have increased from last year's sample. It is rare that first year writers can score a perfect "4" on an essay, and that the overall sample averaged well above the upper milestone level on this rubric. This average takes in the scores of both faculty. This year, we also added an assessment of a sample of fifteen EN 102 papers, noting</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 101 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.	<p>that we are particularly interested in measuring growth in student outcomes in use of sources and documentation. Two faculty members applied the same Written Communication Value Rubric to these Composition II students. Here are the results (also see related documents).</p> <p>Range and Mean of Sample of Sixteen EN 102 Papers (one had to be eliminated) Lowest Average Score: 1.6 Highest Average Score: 3.9 Average Score of all Fifteen Papers: 2.86</p> <p>It is heartening to see that even the lowest averaged paper is above the minimum for EN 101. Again, a 3.9 score is not common even among upper level English majors, and these composition papers have all majors making up their enrollment. The average score of all fifteen papers is well above the lower milestone level on the Rubric.</p>	Target Met
		Program - Family Studies (including Minor) - BS {2016-2017}	1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(Baccalaureate Level) The average score of FS 382 students will be at least 3.2 (grade of B, as measured by the rubric) on the AAC & U Written Communication Value Rubric on the major paper assignment for the course.	The average score of FS 382 students was 3.2; thus, the target was met.	Target Met
			1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U	The average score of FS/PSY 290 students was 3.3; thus the target was met	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Students will demonstrate effective written communication skills.	Written Communication Value Rubric on a literature review assignment.	The average score of FS/PSY 290 students was 3.3; thus the target was met	Target Met
		Program - Film Studies - Minor {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	Results were not reported by the assessment coordinator for this academic program.	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.	In Fall 2017 students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Faculty used the Oral Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 3.31 (up from last year's 2.9). This put the class just above the 3.0 target. It is also good to see that in every category of the rubric, students met the 3.0 average as a class. Two students, however, failed to get above the overall 3.0 individually.	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.	In Fall 2017 students in HIS 499 were required to complete an original research project that included an essay or paper of significant length. Faculty used the Historical Inquiry Rubric (HIAWR) to assess student performance. The overall average for the class using the rubric was 3.64. In all categories of the rubric, students were above the 3.0 target, but did the worst in "relevant historical facts and context" with an average of 3.33. This is not surprising since context is the hardest thing for undergrads	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.	in history to grasp--their study of history being limited to only 4-5 years. Additionally, two students did not get above the 3.0 mark individually. The class average, however, met the target of 3.0.	Target Met
		Program - Honors College {2016-2017}	2.1 (GEO 1.c.)	At the culmination of the independent research project, the honors student will present his/her original independent research in a clearly organized and compelling way.	The HO 402 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 his/her original independent research in a clearly organized and compelling way.	Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 19 of 20 students in HO 402 presented their original independent research in a clearly organized and compelling way in the oral defense. As of spring semester 2018, the Director of the Honors College made it a requirement of the course that all students practice ahead of time in the presentation hall and receive feedback for improvement from fellow honors students and the Director of the Honors College. All students met this requirement. Overall Average Score = 3.34	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.	Between fall and spring 2017-2018, one student completed IS 499 Capstone. Their faculty committee scored them together on the Written Communication Value Rubric to evaluate their research essay. The student averaged 3.4 across all categories of the rubric, scoring well in "context and purpose for writing" and "sources and evidence" and scoring less well in "content development" and "genre and disciplinary conventions". However, in all categories the student scored above 3.0.	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 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.	Between fall and spring 2017-8, one student completed IS 499 Capstone. The faculty committee members scored the student together using the Oral Communication Rubric to evaluate the student's oral presentations. The students averaged 4 across all categories of the rubric. The student scored highly across the board regarding oral presentation skills and in all categories of the rubric.	Target Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2 (Acceptable) or greater on all components of the Case Study Evaluation Rubric as part of KIN 416 Internship in Kinesiology.	15 of 20 students completing KIN 416 Internship during the 2017-2018 academic year scored an average of 2 on all components of the case study rubric. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 5 students averaged 1.75 o 4 students averaged 2.25 o 4 students averaged 2.5 o 4 students average 2.75 o 3 students averaged 3.0 o One student in the spring 2018 term received an I. This results in an average of 2.3875 for all students.	Target Met
			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 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	16 of 20 students completing KIN 416 Internship during the 2017-2018 academic year averaged 2 or better on all components of the AA&U Written Communications Value Rubric. The complete breakdown of scores is as	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	<p>follows:</p> <ul style="list-style-type: none"> o 1 student averaged 1.4 o 3 students averaged 1.8 o 1 student averaged 2.0 o 1 student averaged 2.4 o 6 students averaged 2.6 o 2 students averaged 2.8 o 1 student averaged 3.0 o 3 students averaged 3.2 o 1 student averaged 3.4 o 1 student averaged 3.6 <p>This results in an average of 2.6 for all students.</p>	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.	Fourteen (14) students were enrolled in Fall 2017 PLG 330 Legal Writing. The students were given four distinct writing assignments in the course. Of those assignments, ten (10) students' scores, or 71%, averaged 85 or higher. Four students' scores averaged below the target.	Target Not 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.	Fourteen (14) students were enrolled in Fall 2017 PLG 330 Legal Writing. Five (5) students' averaged writing scores earned a 4 on the VALUE rubric, six (6) earned a 3, one earned a 1, and two scored below the benchmark on the VALUE rubric. The average VALUE rubric score for the class is a 2.8.	Target Not Met
			2.1 (GEO 1.c.)	To be able to present oral	The average student score on	Twenty (20) students were	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	presentations on legal concepts and perform a thorough legal oral argument.	an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	enrolled in FA 2017 PLG 401ST: Criminal Trial Practicum, but of those twenty, eighteen (18) were Legal Studies students. Only majors were evaluated using the VALUE rubric. Seventeen (17) of the eighteen students scored 3 or above on the VALUE rubric, with fifteen scoring a 4 and two scoring a 3. One student scored a 1 on the VALUE rubric. The average student score is a 3.7.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.3 (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.	Neither MA 318 nor MA 319 was taught in 2017-2018.	Inconclusive
		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.	During MUS 302 (Music History 2) students were required to write a four page paper on a topic of their choice (with instructor approval). These topics ranged from the origins of opera, Mozart's life, Henry Purcell's life and career to Richard Rodgers and his musical theater works. The students were assessed using AAC&U Written Communication Value Rubric. Out of 11 students, 2 did not complete the assignment. 7 of the other 9 scored a 4 on their paper according to the above-mentioned scale, while the other 2 scored a 3 on their papers. Even though 2 students received a grade of 0, the average score for the entire calls is 3.09 which	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	exceeds the expectation of the average score being a 2.	Target Met
		Program - Nursing - ASN {2016-2017}	1.3 (GEO 1.c.)	ASN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the ASN sophomore students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentation.	100% of the ASN sophomore students obtained a "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentations. The average of the students as a whole was 3.7 on the rubric.	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.	100% of the students scored a 3 or higher on the oral communication rubric. N=56.	Target Met
		Program - Political Science (including Minor 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.	Evidence for both the Critical Thinking and Written Communication Rubrics is drawn from eleven student "Global Comparison" essay submissions in POL 390 Southern Politics in Spring 2018 (see below for assignment details). The average Written Communication Rubric score across categories for this rubric was 3.5, so our target was met and our outcomes improved from last year's score of 3.3. Student averages on all dimensions of the Written Communication Value Rubrics were above the target score	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor 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.	<p>of three, and only two students scored below an overall score of 15. However, the average score was barely above 3 (at 3.09) for content development.</p> <p>Assignment Used for Written Communication and Critical Thinking Assessment: Global Comparison (POL 390 Southern Politics)</p> <p>This is a mid-length, 5-6 page essay drawing connections between the aspect of Southern politics you researched for the literature review* and politics outside the United States. You are not required to use new sources on Southern politics; they can be pulled directly from the lit. review; however, feedback on the literature review should be used to improve your discussion of the state of knowledge about the aspect Southern politics you are comparing. You should have at least five sources (at least three being academic sources) on the region/state/province with which you are comparing the South. In the essay, make an argument comparing some political phenomenon in the US South to politics in the area chosen, summarize the state of scholarly literature on this phenomenon in each place, and present a tentative argument about what we might learn from similarities—how some political phenomenon works or the policies needed to</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor 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.	problems, for example—and acknowledge differences between the cases and scholarly methods that may complicate comparison.	Target Met
		Program - Psychology (including Minor) - BA {2016-2017}	1.1 (GEO 1.c.)	Psychology students will demonstrate effective written communication skills.	The average score of PSY 455 students on an APA style paper will be at least a 3.5 on the 0-4 scale used in the AAC&U Written Communication VALUE Rubric.	Average score on the AAC&U Written Communication VALUE Rubric was 3.2.	Target Not 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.	The average score on the AAC&U Oral Communication VALUE Rubric was 3.6 in PSY 455.	Target Met
		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.	Summer 17 (n=10) 90% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 90% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 7 students scored a 3, 2 students scored a 2 and 1 student scored a 1. Fall 17 (n=35) 91.4% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 91.4% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 18 students scored a 3, 14 students scored	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	<p>a 2, and 3 students scored a 1. Target Met</p> <p>Spring'18 (n=34) 88.2% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 88.2% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 17 students scored a 3, 13 students scored a 2, and 4 students scored a 1.</p> <p>Total Average - 2.43 The Overall average score was higher than 2 on the rubric.</p>	
			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.	<p>Summer 17 (n=10) 70% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 70% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 4 students scored a 3, 3 students scored a 2, and 3 students scored a 1.</p> <p>Fall 17 (n=35) 71.4% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 71.4% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 12 students scored a 3, 13 students scored a 2, and 10 students scored a 1.</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 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.	Spring'18 (n=34) 67.6% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 67.6% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 10 students scored a 3, 13 students scored a 2, and 11 students scored a 1. Total Average - 2.03	Target Met
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Knowledge of Grammar: Students will be able to manipulate simple structures. Students will know the basic verbal system of Spanish (tenses, moods, aspects) and be able to produce forms.	The average score of students on the written assignment will be a 2 or higher on the scale 0-4 from the AAC&U Writing Communication Value Rubric on the control of syntax and mechanics evaluation of this assignment.	The majority of the students were able to prepare a composition that was comprehensible, although some struggled with sentence formation, grammar and vocabulary to such an extent that parts of the written assignment were difficult, if not impossible to understand. Of the students assessed, 74 scored a 2 on the AAC&U Writing Communication Value Rubric; there were not any that scored higher than a 2 due to the fact that they are writing in Spanish. 7 students scored a 1 on the Writing Communication Rubric. Total Average - 1.91 = 2	Target Met
			1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	The average score of students on the oral assignment will be a 2 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	Of the 122 students assessed, 116 met the target and were able to produce sentences in response to questions with some accuracy. Of the 116 who met the target, all 116 scored a 2 on the Oral Communication Rubric. The remaining 6 students scored a	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	The average score of students on the oral assignment will be a 2 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	1 on the Oral Communication Rubric. Total Average - 1.95 = 2	Target Met
		Program - Speech Language Pathology - BS {2016-2017}	1.1 (GEO 1.c.)	SLP seniors will apply knowledge of communication development and disorders to the treatment of children with communication disorders.	The average score of students enrolled in SPA 311 will earn at least a "3" on the AAC & U Written Communication VALUE Rubric.	All students successfully completed the articulation treatment plan assignment earning a grade of B or above which converts to a score of at least a "3" using the AAC & U Written Communication VALUE Rubric.	Target Met
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.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
			1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant upper-level courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Results were not reported by the assessment coordinator for this academic program.	Inconclusive
		Program - Religious Studies - Minor {2016-2017}	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	No classes were taught in 2017-2018 that involved direct analysis of one or more texts from a particular world religion on an Exam.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	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.	Two (2) Religious Studies minors in HIS/REL 331 Medieval Christianity (Spring 2018) scored 3 (3.4) on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition (Christianity) on the Mid-Term Essay.	Target Met
	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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2017) scored an average of 3 (3.7) on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (Christianity and Islam) on their final exam. (One student scored 3.3 and one student scored 4.)	Target Met
			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.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze and compare the history, basic beliefs, and characteristic practices of at least two world religions (one they explored through a field experience compared with any others we have studied) in their Mid-	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	Term Essay. (One student scored 4 and one student scored 3.)	Target Met
	2.c. Discuss global perspectives and cultures objectively {Intercultural Knowledge & Competence VALUE Rubric}	Program - French - Minor {2016-2017}	2.1 (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	We had NO MINORS this year, but it is important to note that 26 of 26 non-minors, or 100% met the targets set for French minors. Unfortunately our one French minor dropped it last summer because of the expense of having to travel to MSU to finish her remaining 15 hours.	Inconclusive
			2.1 (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)	We had NO MINORS this year, but it is important to note that 14 of 15 non-minors met the targets set for French minors.	Inconclusive
			2.1 (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 (excluding French minors) 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	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 101 & 102 Students – no French minors**** 2017-18* Department Rubric (Oral) AAC&U Intercul. Knowledge & Competence Rubric A FLF 101	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	1.04 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 B FLF 101 1.12 (Exemplary) 4 FLF 102 1.36 (Exemplary) 4 C FLF 101 – Assessment data missing for FLF 101. Additional information: Student completed FLF 101 with an A grade FLF 102 D FLF 101 1.08 (Exemplary) 3.7 FLF 102 1.2 (Exemplary) 4 E FLF 101 2.84 (Proficient) 1.5 FLF 102*** 3.08 (Minimal) 1 F FLF 101 2.48 (Proficient) 2.1 FLF 102 1.84 (Exemplary) 3 G FLF 101 2.44 (Proficient) 2 FLF 102 H	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	FLF 101 1.76 (Exemplary) 3 FLF 102 1.68 (Exemplary) 3.7 I FLF 101 2.84 (Proficient) 1.2 FLF 102 2.64 (Proficient) 1.5 J FLF 101 2.92 (barely Proficient) 1.3 FLF 102 2.72 (Proficient) 2.2 K FLF 101 2.84 (Proficient) 2 FLF 102 1.00 (Exemplary) 4 L FLF 101 1.12 (Exemplary) 4 FLF 102 1.00 (Exemplary) 4 M FLF 101 1.04 (Exemplary) 3.8 FLF 102 N FLF 101 2.64 (Proficient—Spanish major**) 3.4 FLF 102 O FLF 101 Student did not	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	<p>take FLF 101 at MUW FLF 102 3.08 (Minimum) 1 P****</p> <p>FLF 101 Student did not take FLF 101 at MUW FLF 102 1.00 (Exemplary) 4 Q FLF 101 Student did not take FLF 101 at MUW FLF 102 1.28 (Exemplary) 3.5</p> <p>FLF 101 Notes: two students withdrew and received WP's. The data covers 14 successful completers, although one of them, student C, is missing rubric data FLF 101 range: Department Rubric – from 1.04 to 2.92 (all above target of 3, which is “minimal”) FLF 101 average: Department Rubric -- 2.01 (well above target average) Department Rubric – six students scored “Exemplary” category—between 1 and 1.99) seven students scored “Proficient” category—between 2 and 2.99 – presumably student C, who earned an A in the course, would also have scored at least “Proficient” on the Departmental Rubric zero</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	<p>students scored minimal (3), or below (N/U, N/R, or I) FLF 101 range: AAC&U Intercultural Rubric—1.3 – 4 (all above target of 1) FLF 101 average: AAC&U Intercultural Rubric—2.77 (well above the target of 1) AAC&U Rubric – 3 students scored a perfect 4; 4 students scored between 3 and 3.99; 3 students scored between 2 and 2.99, and 3 scored above a 1. All exceeded the target of 1. FLF 102 Notes: one student withdrew and received a WP, leaving 12 students who finished the semester. One student actually failed the semester, but did not score very poorly on the two rubrics. This student will have the option of beginning 201 without having passed 102, so next year’s assessment follow through may reveal interesting information in this student’s progress. FLF 102 range: Department Rubric – from a perfect 1 to a “Minimal” 3.08. This range meets the target requirement of “no less than minimal” for all 12 students. FLF 102 average: Department Rubric – 1.68 (more than meets target) Department Rubric: Eight students scored “Exemplary”—between 1 and 1.99; three students scored Proficient—between 2 and 2.99 and one student scored</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	<p>“Minimal” — between 3 and 3.99. If a student had an N/U, N/R or I in any category, that she or he was scored as “4” in that category, or below minimal.</p> <p>FLF 102 range: AAC&U Intercultural Rubric— 1-4. FLF 102 average: AAC&U Intercultural Rubric—3.10 (well above target)</p> <p>AAC&U Rubric –Six students scored a 4, “Capstone” level; three scored upper milestone level (3-3.99); one scored lower milestone level (2.2) and three students scored “Benchmark” level (between 1 and 1.99). Two of these benchmark students did not hit the 1.5 Target.</p> <p>Analysis of FLF 101 and 102: Ten students (highlighted in yellow above) took the first year two course sequence in the fall 17-spring 18 academic year. Of these ten, seven (70%) improved on the department rubric score, all exceeding the target goal for FLF 102. Two of these seven moved a category up—from Proficient to Exemplary. The three students who dropped in their scores on the department rubric were all “Exemplary” students who did not fall low enough to put them in a lower category. Six of the ten improved their scores on the AAC&U Intercultural Rubric. Three of the ten scored the same on the AAU&C rubric—all 4’s—</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	and therefore could not move up any higher. The one student whose score dropped on this rubric also dropped in the department rubric score. She or he should be looked at closely and offered intervention if he or she begins to flag in FLF 201 next fall. This student earned an F in the class, but still can register for FLF 201 with teacher permission. Since this student’s rubric scores are not below “Minimal” or “Benchmark,” he or she still has the ability to move into the second year of French. *Although the majority of academic assessment covers a calendar year, foreign language (for trending data purposes) assesses the students from fall to spring, since that is the order that the typical student takes FLF 101 and FLF 102. From this assessment year forward, as much as possible, data will track individual students (not by name, but by an alphabetic code) all the way through the four course sequence. **Spanish majors are expected to take electives from one other language in our department. This student chose to take only one French class as an elective. ***passed rubrics	Target Met
			2.1 (GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French	All students taking FLF 200 level classes (excluding French minors) will average collectively at least the	Department Oral Communication and AAC&U Intercultural Rubric Raw Data All French 201 & 202 Students	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	1.32 (Exemplary) 3.5 (Upper milestone) GG FLF 201* FLF 202 2.32 (Proficient) 3.5 HH FLF 201** Community College (Hinds) FLF 202 1.0 (Exemplary) 4 Notes on the second year sequence FLF 201-202. Traditionally, the second year of French enrolls fewer students than the first year. There could be several reasons for this trend. First, Honors College BS students are required to take only one year of foreign language, unlike the students who are completing four semesters for a BA degree. Twelve students completed FLF 102, who could have enrolled in FLF 201 the following fall. But two of the twelve were Nursing majors who completed the first year of French as an Honors College requirement. One of the twelve graduated with a BA in May, 2018, but completed the equivalent of the second year of French at another university. Two of the twelve were on academic probation in the fall of 2017, and the limited number of hours they were allowed to take could not include the three hour French class. This left seven BA students who	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	<p>should have enrolled in and completed FLF 201 and 202. Seven students enrolled in FLF 201, but one immediately withdrew because of academic issues. The six remaining students who had taken French I and II at MUW all completed FLF 201 and 202 successfully. Of the two “extra” students who enrolled in and completed FLF 202 in the spring of 2018, one transferred in French I, II, and III from a community college, and one completed FLF 201 in the fall of 2016 and was not included in this year’s FLF 201 analysis.</p> <p>Analysis of data for FLF 201 and 202: In looking at the data collected from the department oral communication rubric over both semesters, the differences are slight, although one already in the “Exemplary” category increased to a perfect 1.0 in FLF and another kept the same 1.0 the student earned in FLF 201. Two students dropped slightly in scores for FLF 202, but not enough to push them below the “Exemplary” category. Only one student dropped significantly in the FLF 202 score—from Exemplary to “Proficient,” but still completed the semester successfully.</p> <p>The AAC&U Intercultural rubric data seems overall to reflect success, but there was one outlier who scored only a</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (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 (excluding French minors) 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	1 (Benchmark) in FLF 202 after scoring a 4 in the fall semester. Two of the six finished the 4 course sequence with scores of “Capstone,” and two increased from “Lower Milestone” to “Upper Milestone.” The last of the six who completed 201 & 202 dropped from Upper Milestone to Lower Milestone. I do not think that there is enough data here to suggest a trend in the AAC&U Intercultural rubric scores, so I label them “inconclusive.”	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 beliefs, and characteristic practices of a particular world religion on the Exam.	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a particular world religion (Hinduism or Buddhism) on the Mid-Term Exam. (One student scored 4 and one student scored 3.)	Target Met
			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	Two (2) Religious Studies minors in REL 213 Religions of the World (Fall 2018) scored an average of 3.5 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze the history, basic beliefs, and characteristic practices of a	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	Essay.	particular world religion (Judaism) on the Mid-Term Essay. (One student scored 4 and one student scored 3.)	Target Met
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	<p>See attached descriptions below. In general terms:</p> <p>At the 101 level students investigated a country and presented information to the class, including its location in relation to other countries, cultural icons/stars, basic information about the government. 45/46 projects by students assessed were satisfactory, although they remained at the Benchmark level in that they demonstrated a surface level understanding of differences, earning a score of 1 on the rubric. At the 101 level, this is normal and to be expected. 1 of the projects earned a 0 on the intercultural knowledge and competence rubric.</p> <p>At the 102 level students prepared recipes in Spanish. They learned about the different measurements used in Spain and LA in addition to the types of regional cuisine. Much like the 101 students, the 102 students were at the benchmark level for intercultural awareness. Again, this is to be expected. Only 1 of the 38 students assessed earned a 0 on the intercultural knowledge and</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of students on the cultural relevance assignment will be a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	<p>competence rubric.</p> <p>In 201 students researched a cultural event in a Spanish-speaking country and presented it to the class. Of the 20 projects assessed, 18 were satisfactory and earned a 2 on the rubric, although they did not reach the benchmark of 3 on the Intercultural knowledge and competence rubric. 18 students progressed to a partial understanding of cultural differences, but always from the point of view of their own worldview, reaching milestone 2 on the rubric. The 2 that were not satisfactory earned a benchmark level score of 1 on the rubric.</p> <p>In 202 students prepared presentations based on a component of Hispanic culture of interest to them. They were able to draw from the areas of Music, Indigenous Cultures, Sports & leisure and the Environment. Of the 18 projects assessed, 14 earned a 2 on the rubric for intercultural competence and knowledge. The 4 that did not earn a 2 on the rubric struggled to understand the differences in verbal communication as well as different cultural practices. They earned a 1 on the rubric.</p>	Target Not Met
			2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining	The average score of students on the Cultural Differences Capstone Assignment will be	Students prepared an assignment on a cultural event/area related to Spanish-	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (SAO & GEO 2.c.)	cultural differences and making comparisons.	a 3 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	speaking world. Topics were chosen in consultation with professor and worked on throughout last third of semester. Presentations were made to the class. Part of the students' grades were based on their own presentation and on their response to the presentations by others (in the form of questions or comments). This facilitated an awareness of the differences among Spanish speakers from different countries and regions. With the presentations, students did not progress to level 3 on the Intercultural Competence and Awareness Rubric. As stated earlier, this seems to be too lofty a goal for students coming to the end of 4 semesters of language. 14 students earned a 2 on the rubric 4 students remained at the benchmark level, earning a 1. Total Average - 1.78 = 2	Target Not Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-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.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.6, considerably above the target score. However, individually, two of the essays scored below target: 1.6 and 1.8. I am still encouraged by the relatively high scores of the other 8 students. All of the students are non-minors or non-majors	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 (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	No women's studies minors or majors took WS 200 last summer and we did not offer the course in the spring of 2018	Inconclusive
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	This year, since we were not able to offer WS 200 in the spring, we could use papers only from the summer WS 200 2017 online class. Of these ten essays, the overall Rubric average was 2.5, meeting the target score, with one student scoring a perfect 4. However, individually, three of the essays scored below target: 1.8, 1.8, and 1.5. I am still encouraged by the relatively high scores of the other 7 students. All of the students are non-minors or non-majors. This rubric data, therefore, cannot be applied to WS majors or minors.	Inconclusive
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make	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	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	117 PSC 111 students across four lecture sections and two semesters (3 sections in fall 2017, 1 section in spring 2018) were assessed on their	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
3. Quantitative and Technology Skills	predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	techniques.	performing calculations and answering questions related to basic stoichiometry.	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 117 students evaluated was "2.5" with the following breakdown (48 students, score = 1; 8 students, score = 2; 11 students, score = 3; 50 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 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.	27 PSC 112 students across two lecture sections in spring 2018 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 27 students evaluated was "2.1" with the following breakdown (10 students, score = 1; 9 students, score = 2; 3 students, score = 3; 5 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	PSC 450/451 was not taught this year. PSC 312 was taught in the fall semester of 2017. 13 students were assessed using quizzes and exams. 50 PSC 112 students across two lecture sections were assessed on their knowledge of the	Target 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.	thermodynamics/quantum mechanics.	basic concepts of stoichiometry and equilibrium and the relevant calculations. Conceptual questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 13 PSC 312 students evaluated was "3.7" with the following breakdown (0 students, score = 1; 1 students, score = 2; 2 students, score = 3; 10 students, score = 4). Target was achieved.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	2.1 (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 = 2.36 46 items at level 3; 17 items at level 2; 17 items at level 1. Multiple items assessed for each student in MA 284.	Target Not Met
			2.1 (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.	MA 306 was not taught in 2017-2018.	Inconclusive
		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.	No students in this course were declared Nutrition and Health minors; however, this course is a requirement for other majors. Of the 7 students in the course, 6 (86%) scored at least a 3 on the VALUE rubric from calculations from Test 1 and 2. The average score was a 3.2. See attached document for complete breakdown of scores.	Target Met
4. Understanding of Self, Society, and	4.a. Analyze the	Program - Political Science (including	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence	The overall average score for students in completing the	This course was not offered in the academic year as we are	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
The Natural World	interactions between the individual and society {Civic Engagement VALUE Rubric}	Minor and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.	Inconclusive
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor 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.	This course was not offered in the academic year as we are revising the Political Science curriculum. While in August we thought this class would be a required part of the course rotation in the major, since then the faculty have reconsidered. Currently, we are on hold as we try to figure out whether this assessment can be moved to a class that will be taught annually.	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.	Target was MET. The students in BS 400 average 3.4/4 on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate research proposals the students wrote.	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	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	This year we had 13 papers from even a broader range (six different disciplines cross-listed), four of which were written by declared majors or minors. Using the Critical Thinking Value rubric, the average for all 13 was 3.23,	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Women's Studies (including Minor) - BA {2016-2017}	2.2 (GEO 4.c. & 1.b.)	women in a culture or cultures.	milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	which is just over the overall target of 3, but three of the students scored under a 3, one paper a 0 (for plagiarism) one a 2 and the third paper a 2.4 . (see attached rubric table). The target, therefore, was only partially met. The lowest score was a 0, and the highest a 4. Four of the papers were written by women's studies minors or majors. Their average score overall is impressive--3.85 with the lowest score a 3.6 and the highest, a 4. The non-majors or minors total average is 2.95, and the highest score in this group is a 4 and the lowest a 0. Overall, the non-major and minor scores are impressive, although they do not all meet the upper-milestone level of 3. The majors and minors's scores are very impressive. This year I applied a new departmental WS upper level paper rubric to all the papers. All four majors/minors scored Exemplary on both 1a and 1b of the Rubric. Excluding the "Minimum Standards Not Met" plagiarized paper, the 8 non-majors or minors all scored either a Proficient or Exemplary on the Departmental Rubric	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	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	One graduate in Interdisciplinary Studies, with women's studies as one of her three emphases, completed oral histories of seven women who have suffered from domestic violence and then	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	about the roles or statuses of women in a culture or cultures.	(upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	wrote a play, identities hidden, based on their descriptions of the abuse. She performed the play with one other actor to an audience of faculty and students. She reflected on the experience in a detailed manner as she answered questions from the audience for half an hour after her play concluded. Another graduate completed her senior Honors Thesis on male and female sexuality as represented in Medieval Irish manuscripts. She was mentored by at least one faculty member at her university in Ireland, where she spent a year researching her subject, including private as well as public medieval writing. In the spring of 2018, she presented the final project, reflecting on what she had been taught, and what she had learned from her guided research. (Both final presentations earned these graduates a top grade from 90-98 percent--and A) from a large committee of Honors faculty reviewers. Both students scored a 4 on the Inquiry and Analysis Rubric.	Target Met
5. Life-Long Learning	5.a. Transfer general education strands to major fields of study and to make connections between disciplines	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	The InTASC #4 artifact should show that the student understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
5. Life-Long Learning	{Foundations & Skills for Life-long Learning and Teamwork VALUE Rubrics}	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.	better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	<p>assure mastery of the content. For the spring 2018 semester there were seven students who completed the InTasc #4 artifact assignment. Out of the seven students, four students scored a 2.0 or higher average on the assignment. Two students received an average of 0 due to not completing the assignment accurately. One other student scored below the 2.0 desired average. All students passed the course associated with the assignment. The average total score for all students was 1.91.</p> <p>For the fall 2017 semester, scores measuring InTASC #4 were not collected on the AAC&U Lifelong Learning Value Rubric.</p>	Target Not Met
		Program - General Studies - BA, BS {2016-2017}	2.1 (GEO 5.a.)	Students will prepare an employment portfolio based on their General Studies curriculum.	All students will earn an average score 3 or better on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric on the Employment Portfolio.	Six of nine (67%) of the General Studie students portfolios earned a score of 3 or above on the AAC&U Foundations and Skills for Lifelong Learning VALUE Rubric.	Target Not Met
		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 the 54 students enrolled in NU 216 for fall of 2017 reported a score of "3" or higher on the AACU Teamwork Value Rubric. The average of the students as a whole was 3.4 on the rubric.	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	NU 465, the Teamwork Value Rubric was completed by 198 participants with an average score of 3.0. Spring students-	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	Benchmark Met NU 449, the Teamwork Value Rubric was completed by 56 participants with an average score of 3.83- Benchmark Met NU 465, the Teamwork Value Rubric was completed by 9 participants with an average score of 3.48. Fall students- Benchmark Met	Target Met
		Program - Theatre - BA {2016-2017}	2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	100% of graduating students will complete an Internship with a professional theatre company.	Based on final scores in TH 360- Internship, the Avg. Final grade was a score of 97.5 out of 100. Scoring Breakdown: 100: 1 95: 1 100 % (2 out of 2) completed an internship and satisfied the requirements for graduation. One was with a professional theatre company, the other was a student teacher with the Starkville School District.	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	75% of Juniors and Seniors in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency for juniors and seniors is achieved by a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative score was 3.15, taking the average of the top scores in three categories for each student. Scoring Breakdown: 2.0: 1 2.3: 1 3.0: 2 3.2: 1 3.7: 1 4.0: 2 75% of students met the target, which is keeping with our new threshold. Also keep in mind that due to the show schedule, students were evaluated for only one show this year.	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor.	Based on the final grade of TH 360-Internship, The average Final grade was 96 out of 100 (A+) Scoring Breakdown: 90: 1 95: 2 100: 2 100% of the students successfully completed their	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% graduating seniors who completed an Internship will receive favorable recommendation from their external internship supervisor.	internships. Two were even asked back the following summer.	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	90% 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.	It was an unusually small sample size but the answers to the survey were consistent with past results so for now, we are satisfied that this is an adequate Assessment method (see "Student 1" and "Student 2" attachments for student responses).	Target Met
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that 60% of freshmen, sophomores and first year transfers 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 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The cumulative avg. was 3.16, taking the average of the top scores in three categories for each student. Scoring Breakdown: 1.3: 1 2.0: 1 2.3: 1 3.0: 3 3.3: 1 4.0: 5 75% of students met the requirement, which is almost identical to last year.	Target Met
			2.1 (GEO 5.a., PO 4.d., 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 and first year transfers 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 3 categories for freshmen, sophomores and first year transfers. Students must show proficiency before being allowed to complete Internship and/or graduate.	The average cumulative score was 3.4 Scoring Breakdown: 2.0: 1 2.5: 1 2.6: 1 2.8: 1 3.5: 1 3.8: 2 4.0: 6 69% of students met the threshold for success in this category.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 5.a., PO 4.d., SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	Juniors and Seniors in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency for juniors and seniors is defined by averaging a score of "3" or better in all 5 categories. Students must show proficiency before being allowed to complete Internship and/or graduate.	That is just below the threshold which, in this case, amount to 1 student. The average was around 2.8, so we find this to be encouraging. Scoring Breakdown: 1.0: 1 1.5: 1 3.0: 2 3.4: 1 3.8: 1 4.0: 1 71% of students met the criteria for success in this category	Target Not Met