

# Gen Ed Results Report 2018-2019

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 34 students enrolled in CA 300, 24 (70.59%) 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.	No students were enrolled and none were admitted because IHL deleted the program October 2018 (Fall 2018).	Inconclusive
		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 FS 465 students for spring 2019 was a 3.46 on the Problem Solving Value Rubric; 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.	No data collected. Program has been discontinued since 2017.	Inconclusive
		Program - Professional Studies - BPS	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study	The average student score on the final project will be at least "3" on both the 0-4	This degree is new for this academic year and due to a leadership transition, the	Inconclusive

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		{2018-2019}	2.1 (GEO 1.a. & 1.b.)	areas, the professional studies core, and the general education requirements.	scales used in the AAC&U Critical Thinking VALUE Rubric.	assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
	1.b. Analyze the arguments and points of view of others {Critical Thinking VALUE Rubric}	Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument (SLO 1).	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	The Performance Task Assessment was required of each student and the Critical Thinking Value Rubric was applied to each individual student's assessment in Fall 2018 in HIS 211 (a required class for all history majors). Students were given a series of pieces of historical evidence and had to determine the significance of each, how each piece related to the others received, and then develop a narrative using all the evidence that had been given. Overall, the average for the class was a 3.125. All students performed at a proficient level in this area and on the specific task that measured it. Two students (see note below) performed at a top level (4) while all other students measured a 3.  The 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	Twenty-three (23) students were enrolled in PLG 440 Practical Legal Lab in 2018-19 (eleven students in Fall 2018,	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).	AAC&U Critical Thinking VALUE rubric.	twelve students in Spring 2019), and completed the assigned capstone application project(s). Using the AAC&U Critical Thinking VALUE rubric, fourteen (14) students, or 61% of students, scored at least a 3, with nine (9) of those fourteen (14) scoring a 4. Two (2) students did not meet benchmark, and three students scored one (1). The average rubric score of the students as a whole was 2.70.	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 Fall 2018, there were no minors to assess. For Spring 2019, there was one minor. Student 1 scored all 4s on the rubric averaging a total of 4.  For 2016-2017: "The average score on the argument identification/evaluation assignment by philosophy minors was a 3.3." For 2017-2018: "The average score on the argument identification/evaluation assignment by philosophy minors was a 3.225."  Three-Year Trend Data Collection Results for Low-Enrolled: $3.3+3.2+4=10.5/3=3.5$	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 Fall 2018, samplings from 11 courses were assessed using the Critical Thinking VALUE Rubric : Total Fall Average Score = 3.055 For Spring 2019, samplings from nine courses were assessed using the critical thinking value rubric: total	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.	spring average score= 3.389 Total 18-19 score 3.22 {Please see attached spreadsheet and original scans for individual student scores.}	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	PS 313 students evaluated in the program will average a score of at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric in evaluating an existing experimental procedure.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	Inconclusive
			2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	PS 313 students will average a score of at least a "3" on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	Inconclusive
			4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a "3" on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	PS 313 is offered in alternating years, and it was not offered this year. Therefore, there is no data to report.	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.	Eight student submissions in POL 250 World Politics were evaluated using the AAC&U Critical Thinking VALUE Rubric, and the overall average score was 3.6, well above the target of 3.0. In addition, no student completing the assignment scored below a 3.0; the lowest individual average on the rubric was a 3.2, while the highest was a 4.0. Scores were highest on the "explanation of issues"	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.	dimension of the rubric, with an overall average of 3.75. They were lowest on the "evidence" and "student's position" dimensions, with overall average scores of 3.5 in both categories.  The assignment used to evaluate students' critical thinking was the Case Study Analysis, in which students analyzed an ongoing international dispute using a model of strategic interaction derived from rational choice bargaining theory. The assignment description is attached along with the rubric scores data.	Target Met
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Critical Thinking VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Problem Solving VALUE Rubric.	This degree is new for this academic year and due to a leadership transition, the assessment was not developed. As a result, the assessment will be developed and administered beginning with this academic year.	Inconclusive
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	This analysis is meant to be applied to the general education students in WS 200. Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the Inquiry and Analysis rubric, this group's scores had a range of 1.75 to 3.5. The mean score was 2.79. All students scored well above the target score of 1.5. I am pleased with these results, because this rubric scores a higher level of critical thinking which is necessary for research. These are the skills students should be learning in their general education.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. The Intercultural Knowledge and Competence Rubric scores range from 1.5 to 4, with a mean of 2.9. Two of the seven scored well below the target of 2.5. In retrospect, I think it is unrealistic to expect students taking this class for general education credit to score 2.5 on this rubric. I think that the target should be lowered to 2. However, two of the papers did not meet a target of 2, either. It could be that these students were unfamiliar with the software	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 will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	and expectations of an online abbreviated summer class.	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.	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.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the critical thinking rubric scores, the range is from 2 to 3.71 with a mean of 3. I'm impressed with the overall average, because it is one full point ahead a the target.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	*This Rubric is applied only to the majors and minors in WS 200. The other 7 students are assessed with the general education students. Two students, one minor and one major, took WS 200 this year, scoring 3 and 3.6, well above the target score of 2.5.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 9 papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Of these nine, 2 were women's studies majors or minors. They scored 3 and	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	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.	3.6, well above the target score of 2.5.	Target Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	Seven papers from three different upper level classes were scored by two faculty members. Using the Critical Thinking Value rubric, the overall average of the seven papers was 2.8. The major/minor average was 4.00, and the non-minors and non--major average was 2.5. Although the major/minor score was well above the target of 3, and 2 other papers scored above a three, four papers scored well below target, with a range from 1.3 to 2.4. I think part of the low scores were due to the large number of non-English/Women's Studies majors who took the WS/EN 350 cross-listed course last summer. Several of them had considerable trouble analyzing and writing on literature about women, because they had not learned those skills in their general education survey classes.	Target Not Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	Of the six upper level papers scored using the department rubric, all met the target score. Three scored Exemplary (3), and four scored Proficient (2). Since there is considerable difference between the department rubric scores and the Critical	Target Met



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			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women’s creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	Thinking Value Rubric scores, I do not think that the department rubric is sensitive enough to give us significant information.	Target Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women’s creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women’s Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	This year one minor completed a 400 level internship which included transcribing two alumnae interviews from the 2018 Golden Girl oral histories. Both transcriptions scored a 4 on the inquiry and analysis value rubric. These transcriptions will aid considerably those who are researching these oral histories in the archives. In her reflection on the internship, she detailed what she had learned about women's roles in history and education.	Target Met
	1.c. Present information, arguments, and ideas in oral, written and visual forms for their contexts {Written/Oral Communication VALUE Rubric}	Program - Accounting (including Minor) - BS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a “3” or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	72.7% 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-	Target Met

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			4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	Students will average a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	2017 was 3.38.	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.	There are no Art Ed students enrolled in this course since the Art Education program has been discontinued. The last remaining students in the program have already completed these courses. They are now in their last semesters of student teaching.	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.	72.7% 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 3.38.	Target Met
		Program - Business Administration (including Minors and Certificates) - BS, BBA {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	72.7% 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 3.38.	Target Met
		Program - Communication	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing	The overall mean was 2.42 on the 4-point Written	Target Met

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		(including Minor) - BA, BS {2016-2017}	1.1 (GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	Communication rubric. The mean score for writing samples drawn from COM 200 was 2.00 (n = 5), and the mean score for writing samples drawn from COM 250 was 2.84 (n = 5). These results indicate students are demonstrating generally clear writing and that their demonstrated proficiency is improving from one course to the next. This offering of COM 250 (Newgathering) was focused around a semester-long reporting project on the economic conditions of Columbus, Miss. The nature of the project allowed students more time to edit final versions of the news stories that served as writing assignments (and thus writing samples). The improvement in overall scores for these students could be the result of this extra time for self-editing.	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 3.06 on the 4-point Written Communication rubric. The mean score for samples from COM 307 was 3.16 (n=5), and the mean score from samples from COM 465 was 2.96 (n=5). 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	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.	Psychological Association) writing guidelines and citation style. Thus, it is not possible to make a course-to-course comparison between these two courses as representative of a direct progression in demonstrated skill. However, the comparison between mean scores from lower-level courses (2.42) and upper-level courses (3.06) does demonstrate improvement in skills as students progress through the curriculum. The weakest area for students in COM 465 was APA conventions and citations.	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) classes' sample students will score a class sample average score of 2 on the Information Literacy VALUE Rubric to show their ability to analyze language using close reading in a text.	Of the 13 students assessed from EN 303 and 360 and 10 students from EN 499, the scores ranged from 2.2 to 3.6 in EN 303 and EN 360 and from 2.3 to 3.6 in EN 499. The average score for EN 300 and 360 was 2.89 and the average score for EN 499 was 3, which indicates a slight improvement by the Capstone. It should be noted that the Capstone research project is a 14-20 page research paper, so students were able to sustain their use of information over a much longer project than at the 300-level.	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	Of the 13 students assessed from EN 303 and EN 360 and 10 students assessed from EN 499, all were ranked with a 2 or higher average score on the Written Communication Value Rubric. For 303 and 360, the scores ranged from 2.3 to 4	Target Met

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			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	with an average score of 3.45. For EN 499 the scores ranged from 2.8 to 4 with an average score of 3.45. We are pleased to see a significant improvement in the lowest score between the 300- and 400-level classes, though the average remained the same.	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.	A total of 20 essays from four different sections of EN 101 were assessed by faculty who had not taught that section. Four faculty members were involved, and each assessed half of the essays in two sets. Scores for Set1 were then averaged with the scores for the correspondingly numbered essays in Set2 to achieve the final average. All students met the target with a final average ranging between 1.5 and 3.6. There was some variation between scorers, and two students fell slightly below the target for one scorer but not for the other, bringing their averages up to the target or higher. The average score across all papers was 2.42, which is considerably higher than the target.	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 a 3.2 on the Written Communication Value Rubric; 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 in both FS and PSY 290 during the 18-19 AY	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.	students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	earned an average score of 2.9 on the Written Communication Value Rubric; thus, the target was met.	Target Met
		Program - Film Studies - Minor {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	Writing samples from COM/WS 303 (Images of Women in Film) were analyzed using the AACU Written Communication VALUE rubric. The mean score of the assessed writing samples was 2.90 on a 4-point scale (n = 10), which fell below the target threshold of 3 on a 4-point scale. Six of 10 writing samples met or exceeded the target threshold. Because students in this course are drawn from a variety of majors and minors across campus, it is not clear which (if any) writing courses students might have taken prior to this course (COM 303 has no prerequisite).	Target Not Met
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	In Fall 2018, students in HIS 211 were required to complete an oral presentation on a research topic of their choice. Students presented an 8 minute research presentation based on their semester research. Placed towards the end of the semester, but not at the end, the presentation acted as a research proposal presentation. However, because it was not the final assignment it provided time to meet with students who had may be struggling prior to turning in the final portfolio.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	<p>Students explained their topic, the central question they were addressing, a basic overview of sources, and work to be completed between the time of the presentation and the due date for the final portfolio. Faculty used the Oral Communication Value Rubric to assess student performance. The overall average for the class using the rubric was 2.88. This put the class just below the 3.0 target. Last year 2 students did not meet the target, but this year 6 did not meet the target, not counting the student who dropped the class shortly after the assignment. (NB: 1 student had dropped the course by the time of this assignment. Another student showed up for the presentation but was not prepared and left before their turn to present. That student dropped the course shortly after. However, they are scored as a "O" across the board for this assignment.)</p> <p>The reasons for low performance are clear: 1. Not enough time had been devoted to the semester project before the presentation to be effective; 2. The students had not practiced and timed their work. 3. (New this year) Students did not have a presentation prepared but rather read from notes or tried to glean a presentation from other assignments</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	remotely related to the topic area. Indeed, one student seemed to get up and talk about his topic extemporaneously. Overall, students were not prepared to deliver quality oral presentations.	Target Not Met
			3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	In Fall 2018 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 six students enrolled in HIS 499 Capstone had an overall average of 3.76 on the historical inquiry rubric and as a group scored above 3.0 on every measure of the rubric. Individually, every student also averaged higher than a 3.0. In the "students write clearly" category, they averaged a 3.67. You can see the specific results in the attached spreadsheet.	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 15 of 16 students in HO 402 presented their original independent research in a clearly organized and compelling way in the oral defense. (The student who did not score at least a 3 gave a presentation that reflected the weakness of the research project overall.) The Director of the Honors College continued to require that all students practice ahead of time in the presentation hall	Target Met



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Honors College {2016-2017}	2.1 (GEO 1.c.)	At the culmination of the 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.	and receive feedback for improvement from fellow honors students and the Director of the Honors College. All students met this requirement. The Director also gave detailed feedback to students on their PowerPoint presentations, and some students also sought feedback from their faculty committees. Students seemed to welcome the practice requirement and appeared more eager for feedback, possibly reflecting a culture change. Overall Average Score = 3.3	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.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
			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.	There are no results to report. IS 499 was not offered in AY 2018-9 as we had no graduating seniors in the program.	Inconclusive
		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.	KIN 416 Internship in Kinesiology had a total of 24 students in the fall 2018 and spring 2019 sections had 24 students enrolled. All students had an average score of 2(acceptable) or higher on the Written Case Studies assignment. The breakdown of average scores is as follows: 5 students had and average score of 4.0	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	4 students had an average score of 3.80 8 students had an average score of 3.60 6 students had an average score of 3.40 1 student had an average score of 3.20	Target Met
			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.	25 students were analyzed with the following results: 8 students scored 4.0. 13 students scored 3.75. 4 students scored 3.5. The average score was 3.79.	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.	Twenty-one (21) students were enrolled in Fall 2018 PLG 330 Legal Writing. The students were given four distinct writing assignments in the course. Of those assignments, sixteen (16) students' scores, 80%, averaged 85 or higher. Five (5) students' scores averaged below the target.	Target Met
			1.3 (GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	The average score of students' legal writings will be a least a "3" on the 0-4 scale used in the AAC&U Written Communication VALUE rubric.	Twenty-one (21) students were enrolled in Fall 2018 PLG 330 Legal Writing. Nine (9) students' averaged writing scores earned a 4 on the VALUE rubric, ten (10) earned a 3, one earned a 2, and one scored below the benchmark on the VALUE rubric. The average VALUE rubric score for the class is a 3.24.	Target Met
			2.1 (GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	Twelve (12) students were enrolled in FA 2018 PLG 352: Civil Trial Practicum, but of those twelve, eleven (11) were Legal Studies students. Only majors were evaluated using the VALUE rubric. Nine	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	(9) of the eleven students scored a 3 or above on the VALUE rubric, with eight (8) scoring a 4 on the VALUE rubric and one (1) scoring a 3 on the VALUE rubric. One (1) student scored a 2 on the VALUE rubric, and one (1) student scored a 1 on the VALUE rubric. The average student score was a 3.45 .	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 2018-2019.	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.	The students of MUS 302 (Music History 2) were required to write a major paper on the Catholic Mass. There were 9 students who completed this project. and 8 of them scored higher than the 2 on the 0-4 scale for AAC&U Written Communication Value Rubric.	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 Evidenced-based Practice presentations. The average of the students was a 3.4.	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	63 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.97.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	formal research presentation.	63 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.97.	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.	Eight students' submissions in POL 250 World Politics were scored using the Written Communication VALUE Rubric, and the overall average score was a 3.425, just below last year's score of 3.5 and above the 2016-2017 score of 3.3. No student scored below the target of 3.0, though two students achieved exactly that score. The highest score was a 4.0. Overall averages across the rubric's five dimensions were above 3.0, but were lowest--at 3.25--for the "context and purpose," "genre and disciplinary conventions," and "syntax and mechanics" categories.	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 was 1.9.	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.	Oral presentations were not included in course requirements due to the need for reviewing foundational material across the semester. Data were not collected.	Inconclusive
		Program - Public Health Education (including Minor) - BS, BAS {2016-	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	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE	Fall 18 (n=38) 84.2% of students were able to present information, arguments, and ideas in	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		2017}	3.1 (GEO 1.c.)	Public Health Education.	Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	<p>oral form for their careers available in Public Health Education. 84.2% scored a 2 or higher using the AAC&amp;U Oral Communications Value Rubric. 31 students scored a 3, 1 students scored a 2, and 6 students scored a 1.</p> <p>Spring'19 (n=39) 92.3% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 92.3% scored a 2 or higher using the AAC&amp;U Oral Communications Value Rubric. 34 students scored a 3, 2 students scored a 2, and 3 students scored a 1.</p> <p>Avg. Score 2.73</p>	Target Met
			3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	<p>Fall 18 (n=38) 89.5% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 89.5% scored a 2 or higher using the AAC&amp;U Written Communications Value Rubric. 32 students scored a 3, 2 students scored a 2, and 4 students scored a 1.</p> <p>Spring'19 (n=39) 94.8% of students were able to present information, arguments, and</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.	ideas in written and visual form for their careers available in Public Health Education. 94.8% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 30 students scored a 3, 7 students scored a 2, and 2 students scored a 1.  Avg. Score: 2.73	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.	Of the 142 assignments assessed, 18 scored a 0 on the rubric for failing to follow instructions and/or produce comprehensible language in written form. 28 students scored a 1 on the rubric; 64 earned a 2 and 32 earned a 3 on the written rubric. Total Average - 2.03	Target Not Met
			1.2 (GEO 1.c.)	Speaking Proficiency: Students will be able to go beyond the one word response and be able to produce simple, sentence-length utterances with a reasonably accurate pronunciation on topics related to their personal and academic lives (family, classes, daily activities, leisure activities, etc.)	The average score of students on the oral assignment will be a 2 or higher on the scale of 0-4 from the use of Language as described by AAC&U Oral Communication Rubric.	Of the 146 student assignments assessed, 6 earned a zero, 72 earned 1, 59 earned 2 and 9 earned 3 based on the Oral Communication Rubric. The average score was 1.49.	Target Not 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. The average score was a 94.6.	Target Met
2. Cultural Literacy	2.a. Analyze individual aesthetic and cultural works	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-	Writing samples from FLM 201 were analyzed using the Intercultural Knowledge and Competence VALUE rubric.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
2. Cultural Literacy	{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.	point Intercultural Knowledge and Competence VALUE rubric.	The mean score of 2.267 (n = 10) exceeded the target threshold of 2 on the rubric's 4-point scale, with 8 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (FLM 201 was the only lower-level course offered during the academic year with an assignment relevant to this assessment measure.)	Target Met
			1.1 (GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant upper-level courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Writing samples from "Images of Women in Film" (COM 303, cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 3.033 (n = 10) exceeded the target threshold of 3 on the rubric's 4-point scale, with 7 of 10 samples meeting or exceeding the threshold. These results indicate that students are developing intercultural awareness in their analysis of films from different cultural milieus. (COM/WS 303 was the only upper-level course offered during the academic year with an assignment relevant to this assessment measure.)	Target Met
		Program - Gerontology - Minor {2018-2019}	2.1 (GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	FS 250 Spring 2019 Average Score of Intercultural Knowledge and Competence Value Rubric: 3.14 FS 250 was not offered Fall 18	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Religious Studies - Minor {2016-2017}	2.1 (GEO 2.a.)	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.	One (1) Religious Studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored 4 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze multiple texts from a particular world religion (Native American/Indigenous) on the Exam. Course requirements did not make an exam available for the second minor.	Inconclusive
			2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	Two (2) Religious Studies minors (one in REL 304 Philosophy of Religion, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.85 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric when using religious studies methods and concepts to analyze one or more texts from a particular world religion on the Mid-Term Essay. (One student scored 3.7 and one student scored 4.)	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.	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	Inconclusive



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.	In 2018-2019, religious studies majors (2) did not take any courses that involved in-depth analysis and comparison of the history, basic beliefs, and characteristic practices of at least two world religions. Each of their courses largely focused on a single religion.	Inconclusive
	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 French minors enrolled in FLF 101 or 102.	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 1 French minor enrolled in both FLF 201 and FLF 202. She earned a perfect score of 4 both semesters on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	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 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	All students in FLF 101 and 102 reached their respective targets. Scores ranged from 1.5 - 4 (Average 2.83) in 101 and from 2-4 (Average 3.16) in 102. Students clearly benefit from the exposure they have to other cultures in French. 100% of students met the target.	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	All students in FLF 201 and FLF 202 met the goals of a 2.0 or 2.5 respectively. The scores ranged from 2.25-4 (Average	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 2.c.)	speaking countries.	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	3.14) in 201 and 2.5-4 (Average 3.44) in 202. Four students were at the benchmark of a 2.5, whereas in previous sections of the course, scores have all been above the benchmark. This is likely due to the increased competency required and the increased difficulty of the assignment.	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.	One (1) religious studies minor in REL 380 Native American Religions and Literatures, Spring 2019, scored a 3.67 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 on the Final Exam. Exams were not available for the second religious studies minor.	Inconclusive
			1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	Two (2) Religious Studies minors (one in HIS 327 Rise of Islam, Fall 2018, and one in REL 380 Native American Religions and Literatures, Spring 2019) scored an average of 3.25 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 (Islam or Native American religion) on the Mid-Term Essay. (One student scored 3 and one student scored 3.5.)	Target 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 the 100 level students on the cultural relevance assignment will be a 1 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	8 students at the 100 level completed an assignment which used the Intercultural Knowledge and Competence value rubric. Of these 8, 5 earned a score of 1 and 3 earned a 2. The average was 1.375.	Target Not Met
			2.1 (GEO 2.c.)	Cultural Knowledge: Students will explore issues related to Hispanic cultures at a basic level. Students will have an awareness of cultural differences and be able to make comparisons between Hispanic cultures and their own.	The average score of the 200 level students on the cultural relevance assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Of the 53 students assessed, 16 earned a 1, 15 earned a 2 and 22 earned a 3 on the rubric. The average score was 2.33.	Target Met
			2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	The average score of students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Students in 202 completed an assignment researching a musical group/artist from the Spanish-speaking world and then comparing the genre and music to an English-speaking group from the US. Of the 22 students assessed, the average score was 2.09.	Target Met
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	This analysis is meant to be applied to the general education students in WS 200. Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Using the Inquiry and Analysis rubric, this group's scores had a range of 1.75 to 3.5. The mean score was 2.79. All students scored well above the target score of 1.5. I am pleased with these results,	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Women's Studies (including Minor) - BA {2016-2017}	1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	All students in WS 200 will score at least a 1.5 on the Inquiry and Analysis VALUE Rubric.	because this rubric scores a higher level of critical thinking which is necessary for research. These are the skills students should be learning in their general education.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. The Intercultural Knowledge and Competence Rubric scores range from 1.5 to 4, with a mean of 2.9. Two of the seven scored well below the target of 2.5. In retrospect, I think it is unrealistic to expect students taking this class for general education credit to score 2.5 on this rubric. I think that the target should be lowered to 2. However, two of the papers did not meet a target of 2, either. It could be that these students were unfamiliar with the software and expectations of an online abbreviated summer class.	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.	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.	Because of one accidentally destroyed and one duplicated paper, there were only 7 non-minor/major papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Non-women's studies majors or minors' writing will score an average of at least a 2 (lower milestone level) or higher using the AAC&U VALUE rubric on Critical Thinking.	overall than last year. Using the critical thinking rubric scores, the range is from 2 to 3.71 with a mean of 3. I'm impressed with the overall average, because it is one full point ahead a the target.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher (mid milestone level) using the AAC&U VALUE rubric on Critical Thinking.	*This Rubric is applied only to the majors and minors in WS 200. The other 7 students are assessed with the general education students. Two students, one minor and one major, took WS 200 this year, scoring 3 and 3.6, well above the target score of 2.5.	Target Met
			1.1 (GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Women's studies majors or minors will score an average of at least a 2.5 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Because of one accidentally destroyed and one duplicated paper, there were only 9 papers to score, but since this general education group represents two sections--summer and spring, and two faculty members scored them, I think we have a better sample overall than last year. Of these nine, 2 were women's studies majors or minors. They scored 3 and 3.6, well above the target score of 2.5.	Target Met
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	The average score of PSC 111 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	98 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2018, 1 section in spring 2019) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from several quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	The average score of PSC 111 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to basic stoichiometry.	score of the 98 students evaluated was "2.5" with the following breakdown (44 students, score = 1; 8 students, score = 2; 9 students, score = 3; 37 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.	39 PSC 112 students across two lecture sections in spring 2019 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from the final exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 39 students evaluated was "2.8" with the following breakdown (9 students, score = 1; 6 students, score = 2; 8 students, score = 3; 16 students, score = 4). Target was not achieved.	Target Not Met
			1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to basic stoichiometry, equilibrium, thermodynamics/quantum mechanics, and quantitative analysis techniques.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	PSC 312 was not taught this academic year. PSC 450/451 was taught during the fall (PSC 450) and the spring (PSC 451). Thermodynamics was assessed in PSC 450. The 5 students were assessed twice. The first assessment occurred during the fall semester with a quiz. Questions were evaluated using the AAC&U Quantitative Literacy VALUE	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.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	<p>rubric. The average rubric score of the 5 PSC 450 students evaluated on the semester quiz was "2.4" with the following breakdown (0 students, score = 1; 3 students, score = 2; 2 students, score = 3; 0 students, score = 4). Target was not achieved.</p> <p>However, the second assessment of thermodynamics occurred at the end of the fall semester on the final exam. Questions were evaluated using the AAC&amp;U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 450 students evaluated on the final exam was "3.0" with the following breakdown (1 students, score = 1; 0 students, score = 2; 2 students, score = 3; 2 students, score = 4). Target was achieved.</p> <p>The fact that student performance improved during the semester is encouraging. Because the target was met at the end of the semester, we are comfortable saying that the target was met.</p> <p>Quantum mechanics was assessed in PSC 451. The 5 students were assessed twice. The first assessment occurred during the spring semester with a quiz. Questions were evaluated using the AAC&amp;U Quantitative Literacy VALUE rubric. The average rubric</p>	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.	The average score of PSC 312/450/451 students should be at least a "3" on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations and answering questions related to thermodynamics/quantum mechanics.	<p>score of the 5 PSC 451 students evaluated on the semester quiz was "3.8" with the following breakdown (0 students, score = 1; 3 students, score = 2; 1 students, score = 3; 4 students, score = 4). Target was achieved.</p> <p>The second assessment of quantum mechanics occurred at the end of the spring semester on the final exam. Questions were evaluated using the AAC&amp;U Quantitative Literacy VALUE rubric. The average rubric score of the 5 PSC 451 students evaluated on the final exam was "3.0" with the following breakdown (0 students, score = 1; 2 students, score = 2; 1 students, score = 3; 2 students, score = 4). Target was achieved.</p>	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.	<p>mean = 2.30</p> <p>40 total items assessed in MA 284.</p> <p>20 items at level 3; 12 items at level 2; 8 items at level 1.</p> <p>Multiple items assessed for each student in MA 284</p>	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.	<p>mean = 2.65</p> <p>31 total items assess in MA 306 (22 items at level 3; 7 items at level 2; 2 items at level 1).</p> <p>Multiple items assessed for each student in the class.</p> <p>8 students</p>	Target Met
		Program - Nutrition and Health - Minor	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	80% of FN 345 students will score an average of 3 on the	Due to low enrollment, this course did not make for the	Inconclusive



Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		{2016-2017}	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	Quantitative Literacy and Analysis VALUE Rubric in performing calculations to estimate a person's nutritional needs.	2018-19 AY.	Inconclusive
			1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	FN 345 students will average a score of at least a 3 on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in performing calculations to estimate a person's nutritional needs.	Due to low enrollment, this course did not make this year, so no results were collected.	Inconclusive
4. Understanding of Self, Society, and The Natural World	4.a. Analyze the interactions between the individual and society {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor and Public Administration Certificate) - BA {2016-2017}	4.1 (SAO & GEO 4.a. & 4.b.)	Students will demonstrate that they have appreciation for and evidence of diversity of communities and cultures, analysis of knowledge, civic commitment, civic communication, civic action and reflection, and civic context and structures.	The overall average score for students in completing the Civic Engagement Project will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
4. Understanding of Self, Society, and The Natural World	4.a. Analyze the interactions between the individual and society {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor 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.	officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.  The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to 4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed from the analysis, the course average rises to a 3.1.	Target Met
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement	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.	In Fall 2018, POL 202 Affecting Democracy was taught and the assignment submissions, group work interactions, and reflections of eight students enrolled in the course were monitored over the course of	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	<p>several civic engagement assignments and the entire body of work scored using the Civic Engagement VALUE Rubric. The assignments included periodic attendance and reporting on public meetings (most attended city council meetings), identification of an issue of concern to citizens of the local city (Columbus) or county (Lowndes), interviews with citizens to assess the range of perspectives on the problem, and small-group work conducting a preliminary stakeholder analysis, designing a civic engagement event that would enable direct, representative deliberation on the issue, and giving a mock proposal presentation imagining that the civic engagement event was being pitched to local officials. Students also reflected on their experiences at the end of the course in an open discussion of the value of civic engagement - theirs and others' - and their ability to do so in existing and new ways.</p> <p>The overall average score for the class was 3.3, above the target of 3.0. While one student averaged a meager 1.3, this was an extreme outlier, and if that datum is removed from the observations, the overall average increases to 3.6 and the range of individual averages extends from 3.2 to</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor 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.	4. On five of the rubric's six dimensions, the class average was above a 3.0, but on "civic communication," the score was a 2.9. Again, the low-scoring student should be considered, since his score of 1 (which reflects the fact that he really only listened to the ideas of other group members in the engagement event assignments, contributing nothing of his own to the project) brings the course average down 0.2 points; if that observation is removed from the analysis, the course average rises to a 3.1.	Target Met
	4.c. Apply the scientific method to solve problems {Inquiry & Analysis VALUE Rubric}	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	1.2 (GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems." It also reflects the Biology program's mission to develop students with "the ability to apply the process of science", as stated in the Biology Mission Statement above.	Students in BS 400 Senior Seminar will average "2.5" or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each students selects a published journal article and writes a research proposal based on the research in the article.	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 women in a culture or cultures.	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	Seven papers from three different upper level classes were scored by two faculty members. Using the Critical Thinking Value rubric, the overall average of the seven papers was 2.8. The major/minor average was 4.00, and the non-minors and non--major average was 2.5. Although the major/minor score was well above the target of 3, and 2 other papers scored above a three, four	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.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	A sample set of at least six research or analytic essays from at least three upper level women's studies undergraduate courses (excluding papers from WS 400 or WS 499) will average a score of at least a 3 (upper milestone level) or higher on the AAC&U VALUE Rubric on Critical Thinking.	papers scored well below target, with a range from 1.3 to 2.4. I think part of the low scores were due to the large number of non-English/Women's Studies majors who took the WS/EN 350 cross-listed course last summer. Several of them had considerable trouble analyzing and writing on literature about women, because they had not learned those skills in their general education survey classes.	Target Not Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	The collective average score for those students' assessed papers will be a 2 (Proficient) on the WS Departmental Rubric for Upper Level Papers.	Of the six upper level papers scored using the department rubric, all met the target score. Three scored Exemplary (3), and four scored Proficient (2). Since there is considerable difference between the department rubric scores and the Critical Thinking Value Rubric scores, I do not think that the department rubric is sensitive enough to give us significant information.	Target Met
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	This year one minor completed a 400 level internship which included transcribing two alumnae interviews from the 2018 Golden Girl oral histories. Both transcriptions scored a 4 on the inquiry and analysis value rubric. These transcriptions will aid considerably those who are researching these oral histories in the archives. In her reflection on the internship, she detailed what	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 4.c. & 1.b.)	Students will demonstrate that they can use women's creative works (including but not limited to diaries, letters, journals, body art, clothing, interior design, non-traditional medicinal treatments, and/or culinary arts) to draw conclusions about the roles or statuses of women in a culture or cultures.	Women's Studies minors and majors will successfully complete a 400 level project using letters, diaries, interviews, or other primary sources by/from women, and average a score of at least a 3 (upper level milestone level) or higher on the AAC&U VALUE Rubric for Inquiry and Analysis.	she had learned about women's roles in history and education.	Target Met
5. Life-Long Learning	5.a. Transfer general education strands to major fields of study and to make connections between disciplines {Foundations & Skills for Life-long Learning and Teamwork VALUE Rubrics}	Program - Elementary Education - BS {2016-2017}	1.1 (SAO & GEO 5.a.)	Candidates will be able to demonstrate an understanding of and apply knowledge and skills specific to their discipline by developing and teaching an interdisciplinary unit.	Candidates will be able to demonstrate an understanding of content knowledge and skills to their discipline by the assignment on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	Residency 3 students were assessed on a Video Assignment Rubric to score their level of understanding of content knowledge and skills to their discipline. Out of 21 students, 20 scored a 2 or higher on the InTASC #4 items on the rubric. A more detailed listing of the scores are in the related document, TRACDAT 1.1 DATA. The assignment guidelines and rubric can also be located in the related documents.	Target 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.	This program has been inactivated and most of the students have transitioned to the BPS Degree. This program will no longer be assessed.	Inconclusive
		Program - Gerontology - Minor {2018-2019}	1.1 (GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	FS 250 Spring 2019 Average Score of Foundations and Skills for Lifelong Learning VALUE Rubric: 3.02 FS 250 was not offered Fall 18	Target 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	100% of the 54 students enrolled in NU 216 for fall of 2018 reported a score of "3" or higher on the AACU	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Nursing - ASN {2016-2017}	1.2 (GEO 5.a.)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	in the AACU Teamwork Value Rubric during the NU 216 team project.	Teamwork Value Rubric. The average of the students as a whole was 4.8 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 used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	158 RN to BSN students in NU 465 for an average score of 3.3 63 BSN students in NU 449 for an average score of 3.7	Target Met
		Program - Sexual Health - Minor {2018-2019}	2.1 (GEO 5.a.)	Students will demonstrate the ability to transfer general education standards to their major fields of study and to make connections between disciplines.	The collective average score of HED 110 students will be at least a 3 or higher on the Foundations & Skills for Life-Long Learning Rubric on the final project focused on applying sexual health to their major field of study.	Fall 18 (n=4) 100% of students will demonstrate the ability to apply to sexual health topic of their choice to their desired career through their final project. This will be assessed by the Foundations & Skills for Life-Long Learning AAC&U Value Rubric. 100% scored a 4 on the Foundations & Skills for Life-Long Learning AAC&U Value Rubric	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.	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.	75% of students (3 out of 4) answered questions #3 and #4 satisfactorily, showing they understood the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related documents on Student responses.	Target Not 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 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	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.	and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	65% (11 out of 17) students achieved a rating of "Proficiency". For a breakdown of the scoring, please see the related document "2-1-2 Scoring Breakdown"	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, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	80% (11 out of 15) students achieved a rating of "Proficiency" For the Scoring Breakdown, please see the Related Document "2-1-1 Scoring Breakdown"	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.	The collective average of all TH 360 students' final grades will be 90%.	There were two students enrolled: Student 1 Final Grade: 96.6 Student 2 Final Grade: 58 Average Final Score: 77.3	Target Not Met