

Gen Ed Results Report 2021-2022

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, Culinary Mgt, Nutrition, and Pastry Arts Minors) - BS, BAS {2016-2017}	1.1 (SLO, GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	This program has been without a director for two years. The position has been searched but has failed 3 times. Thus, very little academic assessment has taken place. The program also underwent extensive curriculum redesign for implementation AY 2022-2023. As a result of this redesign, new achievement targets will be developed to match the new curriculum. This process will begin during the CAI faculty retreat in August of 2022.	Inconclusive
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Critical Thinking VALUE Rubric.	Fall 2021 - 8 students assessed - 4 met target Spring 2022 - 2 students assessed - 1 met target Of the 10 total students 5 met the target (50%).	Target Not Met
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	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.	Fall 2021 - 8 students assessed - 5 met target Spring 2022 - 2 students assessed - 1 met target Of the 10 total students 6 met the target (60%).	Inconclusive
		Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	First year of data collection for target. Assessment conducted in Spring 2022. Average score on the rubric was 1.34. The AAC&U Critical Thinking VALUE Rubric was hard to apply to this particular assignment. Several students	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	failed to follow assignment instructions.	Target Not Met
	1.b. Analyze the arguments and points of view of others {Critical Thinking VALUE Rubric}	Program - Elementary Education - BS {2016-2017}	1.1 (SLO & GEO 1.b.)	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their students' progress and their own professional practice by successfully teaching K-6 students through scoring on average a 2 (acceptable) or above on items 1, 7 and 8 of the TIAI (Research and Evidence).	Data includes the following: FA21-ED 335: Indicator 1 (2.77); Indicator 7 (2.83); Indicator 8 (2.81) SP22-ED 335: Indicator 1 (2.73); Indicator 7 (2.82); Indicator 8 (2.73) FA21-Intern (Phase 1): Indicator 1 (2.84); Indicator 7 (2.85); Indicator 8 (2.86) FA21-Intern (Phase 2): Indicator 1 (2.9); Indicator 7 (2.93); Indicator 8 (2.88) SP22-Intern (Phase 1): Indicator 1 (2.7); Indicator 7 (2.61); Indicator 8 (2.8) SP22-Intern (Phase 2): Indicator 1 (2.87); Indicator 7 (2.65); Indicator 8 (2.53) Totals: Indicator 1 (2.80); Indicator 7 (2.78); Indicator 8 (2.77)	Target Met
		Program - Fine Arts (including Studio Art Minor) - BFA {2016-2017}	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	The scores for the Junior Seminar students' performance on the creative thinking rubric are significantly lower than previous years. Although we are still meeting our goal of averages of 2.5 or better, this drop in performance is a real setback. This particular group of students was less engaged in the Junior Seminar in general (although this group of students did better on their contemporary artist test than any previous group.) Next	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Fine Arts (including Studio Art Minor) - BFA {2016-2017}	3.1 (SLO & GEO 1.b.)	Students will effectively display the combination and synthesis of ideas via the creation of a body of art and through the completion of a written assignment in ART 300 Seminar: Process to Synthesis course.	The average score of ART 300 students' written papers will be at least a "2" on the 0-4 scale evaluated with the AAC&U Creative Thinking VALUE Rubric.	spring, perhaps we should introduce more in-process critiques, especially critiques where we look at their documents and their studio work together. The high scores were for criteria 1 (acquiring competencies) and criteria 5 (innovative thinking). These high scores make sense because students are naturally focused on and aware of developing and integrating skills. The high "innovative thinking" score is explained by our department's focus on encouraging independent work early in the program (as explained in the previous narrative). The low score was for criteria 2 (taking risks); this score can be explained in part by students fear of looking immodest, their real fear of taking risks, and our department's failure to emphasize risk taking in the Junior Seminar and in 200 and 300 level studio courses. Perhaps we can build into the Junior Seminar a "risk taking" exercise for both the beginning and end of the semester.	Target Met
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument.	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	In Spring 2022, HIS 211 had eight students enrolled. Only one averaged a score of 3.0 or higher on the Critical Thinking VALUE rubric for the "book analysis essay". The book analysis essay required a 4-5 page paper that examined the argument, purpose, sources, and structure of a secondary source (specifically	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}	2.1 (GEO 1.b.)	Interpret and evaluate primary sources carefully and use them to make a historical argument.	The overall average score for HIS 211 students completing the Performance Task Assessment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	monograph or book) related to the student's chosen research topic. All students completed the assignment, however, their results were not strong regarding analytical ability or critical thinking. As the results in the spreadsheet demonstrate, in only one category, "Explanation of the issues", did students average 3.0 as a class. In all other measures, students collectively failed to achieve that benchmark and all but one failed to achieve the benchmark of 3.0 average on the analytical assignment.	Target Not Met
		Program - Human Geography - Minor {2019-2020}	1.1 (GEO 1.b.)	Interpret and evaluate sources and/or evidence carefully and use them to make an argument.	The overall average score for students in an upper-level GEO course completing the discussion board assignment in GEO 318 or GEO 314 will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	Because the Human Geography minor has low enrollment (2 graduates in the past two years), this program will move to analyzing results every three years. 2021-2022 = Low-enrolled Year 1 Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Inconclusive
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.b.)	To demonstrate the ability to apply legal concepts, theories and analytical methods (critical thinking).	The average student score on the capstone application project will be at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking VALUE rubric.	Five (5) students were enrolled in PLG 440 Practical Legal Lab in 2021-22 (two students in Fall 2021, three students in Spring 2022), and completed the assigned capstone application project(s). Using the AAC&U Critical Thinking VALUE rubric, four (4) students, or 80% of students, scored at least a 3, with three (3) of those four scoring a four (4) on the	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.b.)	To demonstrate the ability to apply legal concepts, theories and analytical methods (critical thinking).	The average student score on the capstone application project will be at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking VALUE rubric.	rubric. One (1) student scored a two (2) on the rubric. The average rubric score of the students as a whole was 3.4.	Target Met
		Program - Philosophy (including Applied and Professional Ethics Certificate) - Minor {2016-2017}	1.1 (SLO & GEO 1.b.)	Students will be able to critically analyze the arguments and claims of themselves and others.	The average score of 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.	The average score of students assessed for the 2021-2022 academic year was 3.41. This is above the Achievement Target of 3. Of 38 student submissions assessed, 31 (76.3%) met the target. These metrics suggest that students in philosophy classes are gaining skills relevant to critical thinking and argument analysis.	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	PS 313 students evaluated in the program will average a score of at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric in evaluating an existing experimental procedure.	No students evaluation of existing experimental procedure was assessed this year.	Inconclusive
			2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	PS 313 students will average a score of at least a "3" on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	No student's design of an experimental procedure was evaluated this year.	Inconclusive
			4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	PS 313 students evaluated in the program will evaluate a webinar in relevance to classroom management and average a score of at least a "3" on the 0 - 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	No students' evaluation of a webinar on classroom management was assessed this year.	Inconclusive
		Program - Political Science (including	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they	The overall average score for students in an upper-level	Twelve students completed the analytic writing	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	<p>assignment--the Conflict Case Study--in POL 250 World Politics in Fall 2021. Their overall average score on the AAC&U Critical Thinking VALUE Rubric was a 3.15, exceeding the achievement target. The average scores were highest along the Explanation of Issues and the Context and Assumptions dimensions (both at 3.25); they were lowest on the Conclusions and Related Outcomes dimension (3.0). Overall, though, the average score on all dimensions was at or above the target of 3.0.</p> <p>In comparison with prior years, the 2021-2022 results reflect continuing patterns but demonstrate a return to higher levels of performance more akin to that reported in 2019-2020 than in 2020-2021. Across all three years, the Conclusions and Related Outcomes dimension has been one with which students struggle most while Explanation of Issues has been an area of relative strength. This year, students exceeded the target of a 3.0 average on each dimension of the rubric, which is an improvement over the previous year. In addition, the gap between the highest achieving student (with a 4) and the lowest (with a 2) shrank to a 2 point gap--down from the 2.6 point gap separating students in 2020-2021.</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	The rebound is not surprising, given that COVID-19 disruptions have been greatly reduced and both students and the instructor have become more accustomed to the new format (synchronous online) of POL 250 World Politics. In addition, as noted in the follow-up to the 2020-2021 action statement, more virtual writing workshops were scheduled and were better attended. The influx of transfer students caused by the creation of the Social Studies Concentration continues to have an influence, but these students are taking advantage of resources such as model essays and writing workshops to improve their performance.	Target Met
		Program - Pre-Law - Minor {2019-2020}	1.1 (GEO 1.b.)	Students will demonstrate the ability to analyze the arguments and points of view of others.	The overall average score of students completing the analytical assignment required in one of the Logic & Moral Reasoning courses in the minor curriculum (PHL 204 Ethics and PHL 205 Logic) will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	As in the first year of assessment, there were only two students in the minor at the time of assessment. Again, neither student took PHL 204 or 205 during the assessment year (2021-2022), and so we were unable to assess student assignments from these two courses. One had taken PHL 204 the previous year but had not yet added the minor and so was not captured in the 2020-2021 assessment either.	Inconclusive
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	The average student score on the final project will be at least "3" on both the 0-4 scales used in the AAC&U Critical Thinking VALUE Rubric.	Fall 2021 - 8 students assessed - 4 met target Spring 2022 - 2 students assessed - 1 met target Of the 10 total students 5 met the target (50%).	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	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.	Fall 2021 - 8 students assessed - 5 met target Spring 2022 - 2 students assessed - 1 met target Of the 10 total students 6 met the target (60%).	Inconclusive
		Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	Four essays were collected and assessed using the Critical Thinking Value Rubric. The range of the responses was: 2.0-3.0 The mean of the responses was: 2.75	Target Met
			1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Students will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Four essays were collected from WS 200 and the Intercultural Knowledge and Competence Value Rubric was applied. The range of the responses was 2.333-3.0 The median of the responses was: 2.8333	Target Met
	1.c. Present information, arguments, and ideas in oral, written and visual forms for their contexts {Written/Oral Communication VALUE Rubric}	Program - Art History - Minor {2019-2020}	4.1 (GEO 1.c.)	Students enrolled in 300-level art history courses, critical thinking and writing skills will be assessed using the long essay on their final exam.	The average score of art history minors in ART 313 will be 2.5 in the 1-4 point scale used by the course rubric.	No art history minor students were enrolled at the time.	Inconclusive
			4.1 (GEO 1.c.)	Students enrolled in 300-level art history courses, critical thinking and writing skills will be assessed using the long essay on their final exam.	The average score of students enrolled in 300-level art history courses will be 2.5 using the course rubric.	Did not have an art history minor enrolled in Survey II this year.	Inconclusive
		Program - Business Administration (including Minors and Certificates) -	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	Due to miscommunication, data was not collected during AY 2021/2022.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		BBA, BAS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	on a presentation completed during their program.	Due to miscommunication, data was not collected during AY 2021/2022.	Inconclusive
		Program - Communication (including Minor) - BA, BS {2016-2017}	1.1 (SLO & GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	The overall mean score was 2.61 on the 4-point Written Communication rubric. The mean for writing samples from COM 200 was 2.34 (n = 10), and the mean for COM 250 was 3.07 (n = 6). These results meet the target threshold of 2 or greater on the 4-point scale. These courses were affected both by Covid (and Covid protocols) and by an HVAC issue that required courses in the fall semester to be taught in another campus building. As in the previous year, Covid-related issues reduced the number of interviews and news stories produced by students. Fewer assignments (with more time per assignment) might have reduced the amount of practice students received writing news stories, but the results indicate that they were still able to demonstrate proficiency above the threshold level for these courses.	Target Met
			1.1 (SLO & GEO 1.c.)	Students will demonstrate clear, correct, goal-directed writing skills.	The average score of assessed student writing samples from upper-level courses will be at least 3 on the 4-point Written Communication rubric.	The overall mean score was 3.18 on the 4-point Written Communication rubric. The mean for writing samples from COM 307 was 3.23 (n = 6), and the mean for COM 465 was 3.12 (n = 5). These results meet the target threshold of 3 or greater on the 4-point scale and represent an improvement over the results	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (SLO & GEO 1.c.)	Students will 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.	from the previous year. As in the previous year, Covid-related issues reduced the number of interviews and news stories produced by students in the journalism-focused COM 307. Fewer assignments (with more time per assignment) might have reduced the amount of practice students received writing news stories, but the results indicate that they were still able to demonstrate proficiency above the threshold level for these courses.	Target Met
		Program - Early Childhood Development - BS {2019-2020}	3.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled in ED 404 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	Inconclusive
		Program - English (including Minor and Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA {2016-2017}	1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (8-12 students from an assignment in EN 303, 304, or 360) students will score an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	All students in the sample group scored 2 or higher on the Written Communication Value Rubric. The range of scores was: 5 students scored between 2 and 2.9, 6 students scored between 3 and 3.6, and 1 student scored 4. This is a good result for 300-level classes, though it would be good to strive for more students scoring 3 or higher. The results are satisfactory, Though there is room for improvement.	Target Met
			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	In a sample group of essays (at least 8-12 students from EN 499: English Capstone course), students will score an average of at least 2 or	4 out of 4 students met the target of earning a 2 or higher on the Written Communication rubric. The range of scores was 2.4, 2.8, 3,	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	higher on the AAC&U Written Communication VALUE Rubric.	and 3.2. Though this meets our target, we may want to consider raising the bar. These are acceptable results, though for Capstone we might aim higher. With a small class size, though, anyone who didn't meet the target would bring our percentage down below the 90%, so for now it may be best to keep our expectations where they are and attempt to improve on our range.	Target Met
			2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 102 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	All students received an average score of 1.5 or higher on the Written Communication rubric in EN 102. There were some significant differences between the two of the scorers, which suggests a need to calibrate the scoring of the rubric, especially for newer faculty members. Despite these differences, only 2 students would not have reached the benchmark when judged by the stricter standards. We often have some issues like this, which is why it is valuable to have two scorers for each set of papers. This year, we also included dual-enrollment sections of EN 102 for the second year. It is good to see that the dual enrollment scores have similar results to our W students. This also gives the department chair an opportunity to review the kinds of research assignments that are being given in dual-enrollment sections, which though not part of this assessment	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 1.c.)	Students will write an essay which has a thesis and develops an argument using documentation of sources.	EN 102 sample group of at least 20 papers (from at least four sections taught by at least four different faculty members) will score an average of at least 1.5 or higher on the AAU&C Written Communication rubric.	outcome, is a benefit of collecting the papers.	Target Met
		Program - Family Science (including Minor and CAST Certificate) - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	(Baccalaureate level) The average score of FSC 465 students will be at least 3.2 (a grade of B, as measured by the rubric) on a key stakeholder writing assignment.	Results indicate that students earned an average score on the AAC & U Written Communication Value Rubric of 3.8 on the key stakeholder writing assignment; thus the target was met.	Target Met
			1.1 (SLO, GEO 1.c.)	Students will demonstrate effective written communication skills.	(Foundation Level) The average score of FS/PSY 290 students will be at least 2.8 (grade of C, as measured by the rubric) on the AAC & U Written Communication Value Rubric on a literature review assignment.	The average score of students in FSC/PSY 290 on the Written Communication Value Rubric was a 2.43 among students who completed the assignment (and a 2.07 if students not completing the assignment were included); thus, the target was not met	Target Not Met
		Program - Film Studies - Minor {2016-2017}	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from courses will be at least 2 on the 4-point Written Communication rubric.	This is the first year assessing this specific learning outcome across the Film Studies curriculum. Relevant writing samples were drawn from FLM 201, COM/WS 303, and FLM 405. These writing samples were analyzed using the AAC&C Written Communication VALUE rubric. The mean score for FLM 201 was 2.56 (n = 9, with 1 student below the threshold score of 2); the mean score for COM/WS 303 was 3.29 (n = 7); the mean score for FLM 405 was 3.7 (n = 2). The combined mean score was 2.97 (n = 18) (all scores on a 4-point scale). These results indicate that are demonstrating the ability to	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Film Studies - Minor {2016-2017}	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	The average score of assessed student writing samples from courses will be at least 2 on the 4-point Written Communication rubric.	write about films in a clear, concise manner.	Target Met
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	<p>This year eight students enrolled in HIS 211 and completed an oral presentation regarding their research topic. The class was face to face for the first time in two years and all presentations were done in the classroom and face to face. The results were not good.</p> <p>Students performed at 3.0 only in the language aspect of the rubric. All other measures fell below 3.0. Only two students performed at an average of 3.0 or better. The lowest score for the class was in "central message" at 2.37. It was a rough year for the HIS 211 students and they struggled to complete assignments successfully. This assessment indicates their struggle.</p>	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 2021, nine students were in HIS 499 Capstone and they had a remarkably good semester. All nine created intendent research projects that answered important historical questions. Four of the nine went on to present at the MUW Undergraduate Research Conference in Spring 2022 and all four won awards at the conference for	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 499 students completing the Research Paper will be no lower than a 3.0 on the departmental Historical Inquiry and Argument Rubric.	<p>research. Ever student's score using the rubric averaged 3.0 or better and students as a group performed at a 4.0 or better in all categories of the rubric but "interpretive difference" (the hardest aspect of historical thinking for most undergrads).</p> <p>For this particular target on writing, the most relevant measures were "writes clearly" on which students averaged a 4.22 and "frames historical questions" on which students averaged 4.33, both of which are well above the 3.0 threshold. You can see all the data attached. It was an outstanding crop of research projects and really outstanding group of students.</p>	Target Met
		Program - Honors College {2016-2017}	2.1 (SLO, GEO 1.c.)	At the culmination of the proposal stage of the independent research project, the honors students will present their original independent research by poster in a clearly organized and compelling way.	90% of HO 401 students should score an average of at least an 90 on the 0-100 scale used in the Oral Presentation Rubric in presenting their original independent research by poster in a clearly organized and compelling way.	Evaluation using the Presentation Rubric devised by the Director and 11 members of the Honors Faculty Committee indicated that 17 of 17 students in HO 401 (100%) scored at least a 90 on the 0-100 scale in presenting their original independent research proposal in a clearly organized and compelling way. Students were able to use printed posters this time (as opposed to presenting from the stage to a large audience using a slide in 2020-2021), and the Honors Director planned for all students to present in the traditional format with posters on easels and small	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Honors College {2016-2017}	2.1 (SLO, GEO 1.c.)	At the culmination of the proposal stage of the independent research project, the honors students will present their original independent research by poster in a clearly organized and compelling way.	90% of HO 401 students should score an average of at least an 90 on the 0-100 scale used in the Oral Presentation Rubric in presenting their original independent research by poster in a clearly organized and compelling way.	groups moving from poster to poster for presenters' project description of six to eight minutes. However, after one night of this arrangement, public health conditions mandated that we prevent so much movement of audience members. Thus, on the second night of presentations, audience members stayed in place and presenters took their posters from room to room to present. So once again, the presentation environment was altered due to the public health situation. However, all students adapted and used their posters well to give confident presentations. Required practice sessions ahead of time were clearly helpful, but the somewhat higher scores in 2021-2022 may also indicate more ease on students' part given the smaller audiences they presented to than in 2020-2021.	Target Met
			2.1 (SLO, GEO 1.c.)	At the culmination of the proposal stage of the independent research project, the honors students will present their original independent research by poster in a clearly organized and compelling way.	The HO 401 students as a whole should average a score of at least a 3 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in presenting thier original independent research in a clearly organized and compelling way.	Evaluation using the AAC&U Oral Communication VALUE Rubric indicated that 17 of 17 students in HO 401 (100%) scored at least a 3 on the 0-4 scale in presenting their original independent research proposal in a clearly organized and compelling way. Students were able to use printed posters this time (as opposed to presenting from the stage to a large audience using a slide in 2020-2021), and the Honors Director planned for all students to present in the	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (SLO, GEO 1.c.)	At the culmination of the proposal stage of the independent research project, the honors students will present their original independent research by poster in a clearly organized and compelling way.	The HO 401 students as a whole should average a score of at least a 3 on the 0-4 scale used in the AAC&U Oral Communication VALUE Rubric in presenting thier original independent research in a clearly organized and compelling way.	traditional format with posters on easels and small groups moving from poster to poster for presenters' project description of six to eight minutes. However, after one night of this arrangement, public health conditions mandated that we prevent so much movement of audience members. Thus, on the second night of presentations, audience members stayed in place and presenters took their posters from room to room to present. So once again, the presentation environment was altered due to the public health situation. Still, all students adapted well and gave confident presentations. Required practice sessions ahead of time were clearly helpful, but the somewhat higher scores in 2021-2022 may also indicate more ease on students' part given the smaller audiences they presented to than in 2020-2021.	Target Met
		Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	2.1 (SLO, GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this student. On the Written Communication Rubric, the student averaged a score a 1.4 overall on this rubric. In no single measure did the	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	2.1 (SLO, GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	student score above a 2.	Target Not Met
			3.1 (SLO, GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	The average score for students enrolled IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this student. On the Oral Communication Rubric, the student averaged a score a 1.8 overall on this rubric. In no single measure did the student score above a 2.	Target Not Met
		Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	The Summer and Fall 2021 and Spring 2022 three sections of KIN 416 Internship had 37 students enrolled. All 37 (100%) students had an average score of 2.5 or higher on two Case Study Assignments. The breakdown of average scores is as follows: 4 students had and average score of 4.0 8 students had an average score of 3.75 14 students had an average score of 3.5 3 students had and average score of 3.25 3 students had and average score of 3	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 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	3 students had and average score of 2.75 2 students had and average score of 2.5 This results in an average of 3.47 for all students.	Target Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.3 (SLO, GEO 1.c.)	To demonstrate the ability to effectively present information, arguments, and ideas in legal writings.	75% of students will score 85 or above on various legal writings in PLG 330 Legal Writing.	Three (3) students were enrolled in Fall 2020 PLG 330 Legal Writing. The students were given four distinct writing assignments to complete. Of those assignments, all three (3) students scores averaged 85 or higher, which is 100%.	Target Met
			2.1 (SLO, GEO 1.c.)	To be able to present oral presentations on legal concepts and perform a thorough legal oral argument.	The average student score on an oral communication project will be at least a "3" on the 0-4 scale used in the AAC&U Oral Communication VALUE rubric.	Thirty-one (31) students were assessed in oral presentations in the following 2021-22 courses: PLG 351 Criminal Trial Practicum, PLG 101 Introduction to the Legal Profession, and PLG 401 Special Topics. Twenty-nine (29) scored a 3 or above on the VALUE rubric. Twenty-eight of the students scored a 4, one student scored a 3, and two students did not meet benchmark. The average student score was a 3.8.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	MA 318 was taught in Fall 2021. Average score = 2.74 for presentations of sample lessons and problem solutions. 10 presentations were assessed. Each of 5 students participated in three presentations.	Target Met
		Program - Music	1.2 (SLO, GEO 1.c.)	Students will complete written	The average scores for	There were 2 students	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		(including Music Education and Music Therapy) - BA, BM {2016-2017}	1.2 (SLO, GEO 1.c.)	assignments on music history topics.	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.	enrolled in MUS 302 (Music History 2). They had to write a paper on the following topic: "The Romantic generation of the early 19th century created both intimate works for the salon (such as lieder and piano pieces) and expansive symphonic works. Describe how these works at once built upon the tradition of classicism, but also departed these traditions. Cite one intimate work (piano piece or lied) and one symphonic movement that we have listened to in order to support your thesis. Which musical characteristics are linked to the past, and which are new?" Both students have received a score of 4	Target Met
		Program - Nursing - ASN {2016-2017}	1.3 (SLO, GEO 1.c.)	ASN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the ASN sophomore students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentation.	100% of the 35 students scored a 3 or higher. The class average was 3.9.	Target Met
		Program - Nursing - BSN {2016-2017}	1.3 (SLO, GEO 1.c.)	BSN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the senior BSN Students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication VALUE Rubric during the NU 449 formal research presentation.	50 BSN students in NU 449 for an average score of 3.92 = Target Met	Target Met
		Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration	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	Eleven students were enrolled in POL 250 World Politics in Fall 2021 and all eleven completed the analytic writing assignment--the Conflict Case Study. Their overall average	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	Communication VALUE Rubric.	<p>score on the AAC&U Written Communication VALUE Rubric was a 3.1, just above the achievement target of 3.0. The scores were highest, on average, along the Context and Purpose of Writing and the Sources and Evidence dimensions (both at 3.3); they were lowest on the Syntax and Mechanics dimension (2.3). All but two of the students scored a 3.0 or higher across the dimensions, and the gap between the lowest score (2.2) and the highest (3.8) was only 1.6 points.</p> <p>In comparison with prior years, the 2021-2022 results reflect a slight recovery from 2020-2021, when the target was not met, but not a full return to the higher average scores of 2019-2020 and 2018-2019. However, the gap between the highest and lowest achieving students was not as large either, mostly the result of the lowest score being higher.</p> <p>The recovery is not surprising, given that COVID-19 disruptions have been greatly reduced and both students and the instructor have become more accustomed to the new format (synchronous online) of POL 250 World Politics. In addition, as noted in the follow-up to the 2020-2021 action statement, more virtual writing workshops were offered. The influx of</p>	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minor, Nonprofit Advocacy 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.	transfer students caused by the creation of the Social Studies Concentration continues to have an influence, but these students are taking advantage of resources such as model essays and writing workshops to improve their performance. As hoped, the increase use of scaffolding and writing workshops is also helping reduce the gap between students who enter the program well-prepared and those who need substantial growth to meet benchmarks.	Target Met
			2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	Of the twelve students enrolled in POL 390 Southern Politics, ten completed the final presentation required in the course. Of these, five scored 3.0 or higher on the Oral Communication Value Rubric and six scored below. The class average was a 2.98, just below our target of 3.0. On average, scores were highest on the Delivery dimension (3.6) and lowest on the Central Message (2.7) and Organization (2.8) dimensions. The gap between the highest and lowest achieving students was wide: 1.4 versus 4.0. The two students scoring lowest on the oral presentation were both students who participated in the face-to-face class virtually, by prior arrangement with the instructor, due to personal situations that made attending class on campus	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	<p>impossible: one student had only a short break at work; the other lives far out-of-state. When these students are removed from the analysis, the class average increases to 3.34, well above the target.</p> <p>While the experience of COVID-19 enhanced our ability to use digital technology in the classroom, we are obviously still learning how to provide the same level of quality instruction to virtual students that traditional students enjoy. In addition to the learning curve educators' must overcome, it is also true that students selecting virtual attendance options often do so because of life circumstances that also limit the time and energy they can devote to schoolwork. This shows up not only in their mode of attendance, but also in the quality of work they submit. More than anything else, this year's results are a clear indication of these twin realities.</p> <p>After comparing class averages with and without the virtual students included, it is clear that Central Message is an area in which all students could improve. Though the class average rises above a 3.0 when virtual students are excluded, it remains the dimension with the lowest average score even as other dimension averages shift rank.</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Pre-Law - Minor {2019-2020}	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	As in the first year of assessment, there were only two students in the minor at the time of assessment and neither student took one of the Research & Writing courses (HIS 211, PLG 330, or POL 390) during the assessment year (2021-2022). So, we were unable to assess student assignments from these two courses. One student added the minor in her senior semester and had taken PLG 330 the previous year. Had she declared the minor sooner, we would have included her in the 2020-2021 assessment, but we did not know to review her performance in PLG 330 at the time of assessment. Nevertheless, she did not complete the minor before graduating in May 2022.	Inconclusive
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	In HED 350 19 students completed a discussion board in which they developed a public health message that is audience appropriate. Of those completing the assessment, 17 students (89%) were found to have met or exceeded the target.	Target Met
			1.1 (SLO, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	In HED 350 19 students completed a discussion board in which they developed an oral presentation that is audience appropriate. Of those completing the assessment, 17 students (94%) were found to have met or exceeded the target.	Target Met
		Program - Speech Language	1.1 (SLO, GEO 1.c.)	SLP seniors will apply knowledge of communication development and	The average score of students enrolled in SPA 311 will earn	34 students were assessed this year. The average score	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Pathology - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	disorders to the treatment of children with communication disorders.	at least a "3" on the AAC & U Written Communication VALUE Rubric.	was a 3.29 on the value rubric. The average grade was an 86.7. Three students earned a 2 on the assignment; the remaining students earned either a 3 or a 4.	Target Met
		Program - University Studies (C2C) - {2019-2020}	3.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled in PRO 490 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Program is too low-enrolled to provide significant results.	Inconclusive
2. Cultural Literacy	2.a. Analyze individual aesthetic and cultural works {Intercultural Knowledge & Competence VALUE Rubric}	Program - Film Studies - Minor {2016-2017}	1.1 (SLO, GEO 2.a.)	Students will demonstrate the ability to analyze films as cultural and aesthetic works.	The average score of assessed film analyses from relevant courses will be at least 3 on the 4-point Intercultural Knowledge and Competence VALUE rubric.	Writing samples from FLM 201 and COM 303 (cross-listed as WS 303) were analyzed using the Intercultural Knowledge and Competence VALUE rubric. The mean score of 2.97 (n = 16) did not meet the target threshold of 3 on the rubric's 4-point scale. The mean score on samples from FLM 201 was 2.57 (n = 9), and the mean score for COM/WS 303 was 3.33 (n = 7). This is the first year for which upper- and lower-level courses were combined for analysis. (The specific topic of this year's offering of FLM 405 did not yield an assignment relevant to this specific outcome.)	Target Not Met
			2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	The average score of assessed comparative film analyses from relevant courses will be at least 3 on the 4-point "Knowledge" sub-scores of the Intercultural Knowledge and Competence VALUE rubric.	This is the first year for this specific assessment outcome. The mean score on the "Knowledge" sub-scores was 2.91 (n = 16), with a mean of 2.56 (n = 9) drawn from FLM 201 and a mean of 3.36 (n = 7) drawn from COM 303. These results do not meet the specified threshold of 3 on the 4-point scale.	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Gerontology - Minor {2018-2019}	2.1 (SLO, GEO 2.a.)	Students will be able to discuss aging related topics with cultural competency.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Intercultural Knowledge & Competence Value Rubric in discussion posts.	FSC 250 Introduction to Aging Spring 2022: Average score of Intercultural Knowledge & Competence: 3.31	Target Met
		Program - Religious Studies - Minor {2016-2017}	2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Exam.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
			2.1 (GEO 2.a.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in demonstrating the ability to use religious studies methods and concepts to conduct in-depth analysis of one or more texts from a particular religious tradition on the Mid-Term Essay.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
	2.b. Compare human endeavors across cultures and through history {Intercultural Knowledge & Competence VALUE Rubric}	Program - Religious Studies - Minor {2016-2017}	1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Exam.	The religious studies minor had no students during this year. There was therefore no data was available to collect. [more]	Inconclusive
			1.2 (GEO 2.b.)	Religious studies minors will	The average score of students	The religious studies minor	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 2.b.)	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.	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.	had no students during this year. There was therefore no data was available to collect. [more]	Inconclusive
	2.c. Discuss global perspectives and cultures objectively {Intercultural Knowledge & Competence VALUE Rubric}	Program - French - Minor {2016-2017}	2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 101 – no lower than 1.5 In FLF 102 – no lower than 2.0	There were no French minors to assess.	Inconclusive
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All French minors will average at least the following on the AAC&U VALUE Rubric on Intercultural Knowledge and Competence. In FLF 201 – no lower than 2.5 In FLF 202 – no lower than 3 (lower Capstone level)	There were no French minors to assess.	Inconclusive
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 100 level classes will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 101 – no lower than 1 In FLF 102 – no lower than 1.5	In FLF 101 seven students earned scores higher than 1: 5 students earned a 4, 1 earned 3.5, and 1 earned 3 In FLF 102 five students earned scores higher than 1.5: 3 students earned a 4, 1 earned 3, and 1 earned 2.5	Target Met
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	All students taking FLF 200 level classes will average collectively at least the following on the AAC&U VALUE Rubric Intercultural Knowledge and Competence. In FLF 201 – no lower than	One student was assessed in both FLF 201 and FLF 202. In both instances, the student scored 4 on the rubric.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (SLO & GEO 2.c.)	French students enrolled in FLF 100 and 200 level courses will demonstrate knowledge about the variety of cultures in French speaking countries.	2.0 In FLF 202 – no lower than 2.5	One student was assessed in both FLF 201 and FLF 202. In both instances, the student scored 4 on the rubric.	Target Met
		Program - Human Geography - Minor {2019-2020}	2.1 (SLO)	Students will effectively demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Because the Human Geography minor has low enrollment (2 graduates in the past two years), this program will move to analyzing results every three years. 2021-2022 = Low-enrolled Year 1 Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Inconclusive
			2.2 (SLO)	Students will interpret intercultural experience from the perspectives of their own and more than one worldview.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Inconclusive
		Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
			1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history,	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (GEO 2.c.)	basic beliefs, and characteristic practices of a particular world religion.	Competence VALUE Rubric in using religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Mid-Term Essay.	The religious studies minor had no students during this year. There was therefore no data was available to collect.	Inconclusive
		Program - Spanish (including Minor and K-12 Certification) - BA {2016-2017}	2.2 (SAO & GEO 2.c.)	Students will articulate their cumulative cultural knowledge in a Capstone assignment by examining cultural differences and making comparisons.	The class average of students on the Cultural Differences Capstone Assignment will be a 2 or higher on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	FLS 102 Cultural Capstone average score = 3.8 FLS 202 Cultural Capstone average score = 3.75 Total average = 3.8	Target Met
		Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	Four essays were collected and assessed using the Critical Thinking Value Rubric. The range of the responses was: 2.0-3.0 The mean of the responses was: 2.75	Target Met
			1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Students will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Four essays were collected from WS 200 and the Intercultural Knowledge and Competence Value Rubric was applied. The range of the responses was 2.333-3.0 The median of the responses was: 2.8333	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.	53 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2021, 1 section in spring 2022) were assessed on their knowledge of basic stoichiometry and the relevant calculations. Stoichiometry questions and calculations (from a homework assignment, quizzes and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE	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.	rubric. The average rubric score of the 53 students evaluated was "2.8" with the following breakdown (21 students, score = 1; 3 students, score = 2; 3 students, score = 3; 26 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.	20 PSC 112 students across two lecture sections in spring 2022 were assessed on their knowledge of the basic concepts of equilibrium and the relevant calculations. Conceptual questions and calculations on equilibrium (from a quiz and an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 20 students evaluated was "2.0" with the following breakdown (13 students, score = 1; 0 students, score = 2; 3 students, score = 3; 4 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 450/451 was not taught during the 2019-20 academic year. PSC 312 was taught in the fall semester of 2021. 8 PSC 312 students in 1 lecture section in fall 2021 were assessed on their knowledge of the concepts of equilibrium, with relevant calculations, and the use of stoichiometry in analysis.	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.	Conceptual questions and calculations on equilibrium and stoichiometry (from an exam) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 8 students evaluated was "3.6" with the following breakdown (0 students, score = 1; 1 students, score = 2; 1 students, score = 3; 6 students, score = 4). Target was achieved.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	2.1 (SLO, GEO 3.a.)	Students will solve application problems.	MA 284 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	mean = 1.88 for items assessed in MA 284. 24 items total assessed; 7 items at level 3; 7 items at level 2; 10 items at level 1 3 students in MA 284 Multiple items were assessed for each student.	Target Not Met
			2.1 (SLO, GEO 3.a.)	Students will solve application problems.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	MA 306 was not taught in 2021-2022, as it is on an alternate year rotation.	Inconclusive
		Program - Nutrition and Health - Minor {2016-2017}	1.1 (GEO 3.a.)	Students will successfully calculate a person's nutritional needs.	80% of FN 345 students will score an average of 3 on the Quantitative Literacy and Analysis VALUE Rubric in performing calculations to estimate a person's nutritional needs.	Did not provide.	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.	This program has been without a director for two years. The position has been searched but has failed 3 times. Thus very little academic assessment has taken place. The program also underwent extensive curriculum redesign for implementation AY 2022-	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			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.	2023. As a result of this redesign, new achievement targets will be developed to match the new curriculum. This process will begin during the CAI faculty retreat in August of 2022.	Inconclusive
	3.b. Analyze quantitative information presented in different formats {Quantitative Literacy & Analysis VALUE Rubric}	Program - Digital Studies - Minor {2019-2020}	1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students (on average) will earn a C or higher in the class.	Because the Digital Studies Minor has low enrollment (2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. Of the 2 LIB 201 students who declared the minor, 1 completed with an B+ average (89) and 1 completed with a D average (65). Overall, the minors received a C average.	Target Met
			1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students, as a whole, will score an average of 2.5 or higher on the AAC&U Quantitative Literacy and Analysis Rubric for one of the course assignments.	Because the Digital Studies Minor has low enrollment (2 minors in past two years), this program will move to analyzing results every three years. 2021-22 = Low-enrolled Year 2. Of the 2 minors, 1 student took MIS 322, but the AAC&U rubric was not used to assess her work in the class. The other student took MKT 455, and the AAC&U rubric was not used there either.	Target Not Met
4. Understanding of Self, Society, and The Natural World	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	The average score achieved by students who completed the major assignment in POL 202 was a 3.1, just above our 3.0 target. Six of the eight students earned above the target of a 3 on the Civic Engagement VALUE Rubric. Of the two who scored lower, one was chronically absent and did not participate in many of the building	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
4. Understanding of Self, Society, and The Natural World	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minor, Nonprofit Advocacy Minor, and Public Administration Certificate) - BA {2016-2017}	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	assignments and class exercises that reinforced skills and values assessed in the rubric. On average, students scored highest on the Analysis of Knowledge and Civic Identity & Commitment dimensions (3.3 in both cases) and lowest on the Civic Communication dimension (2.9). The gap between the lowest and highest scoring students was a 2.1 point gap (3.8 versus 1.7).	Target Met
	4.c. Apply the scientific method to solve problems {Inquiry & Analysis VALUE Rubric}	Program - Biology (including Minor and Secondary Education Certification) - BS {2016-2017}	1.2 (SLO, GEO 4.c.)	The student will apply the scientific method to a research question. This reflects the General Education Goal 4.c "To demonstrate understanding of self, society, and the natural world, students will demonstrate the ability to apply the scientific method to solve problems." It also reflects the Biology program's mission to develop students with "the ability to apply the process of science", as stated in the Biology Mission Statement above.	Students in BS 400 Senior Seminar will average "2.5" or higher on the 0-4 scale of the VALUE Inquiry & Assessment rubric used to evaluate a capstone project in which each student selects a published journal article and writes a research proposal based on the research in the article.	The average score was 3.5. The target was met.	Target Met
		Program - Human Geography - Minor {2019-2020}	3.2 (SLO)	Students will synthesize in-depth information from relevant sources representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	Low-enrolled Year 1: Neither GEO 318 nor GEO 314 were taught during the 2021-2022 school year, so no students were assessed on this outcome.	Inconclusive
		Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	In AY 2021-2, there was one senior student who completed the IS 499 Capstone. That student passed the class and graduated. The student, however, scored poorly in every measure of the program. The faculty reported very low scores across the board for this	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	student. On the Inquiry and Analysis Rubric, the student averaged a score a 1.6 overall on this rubric. In no single measure did the student score above a 2.	Target Not Met
5. Life-Long Learning	5.a. Transfer general education strands to major fields of study and to make connections between disciplines {Foundations & Skills for Life-long Learning and Teamwork VALUE Rubrics}	Program - Early Childhood Development - BS {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final portfolio project demonstrating the connections among key concepts and skills in ED 404 – Teacher Internship: Early Childhood.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric.	Only 1 student completed ED 404 in the Fall 2021 Term and 3 students completed ED 404 in the Spring 2022 Term.	Inconclusive
		Program - Gerontology - Minor {2018-2019}	1.1 (SLO, GEO 5.a.)	Students will transfer general education strands to make connections between disciplines.	The average score of FS 250 students will be at least 3 on the 1-4 scale used in the AAC&U Foundations & Skills for Lifelong Learning Value Rubric in Reaction Paper.	FSC 250 Introduction to Aging Spring 2022: Average score of Foundations and Skills for Lifelong Learning Value: 2.84.	Target Not Met
		Program - Nursing - ASN {2016-2017}	1.2 (GEO 5.a, SPG C.3)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	At least 90% of graduating ASN students will receive a 2 (or the minimum value assigned) required for the Teamwork and Collaboration portion of the NU 235 preceptorship experience.	94.3% of the graduates received the minimum points for this section of preceptorship (as aligned with the TW&C Value Rubric).	Target Met
			1.2 (GEO 5.a, SPG C.3)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	The average score that the sophomore ASN students will report will be at least "3" or higher on the 0-4 scale used	100 % of our 35 grads had a 3 or higher. Group average score was 3.8.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.2 (GEO 5.a, SPG C.3)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	in the AACU Teamwork Value Rubric during the NU 216 team project.	100 % of our 35 grads had a 3 or higher. Group average score was 3.8.	Target Met
		Program - Nursing - BSN {2016-2017}	1.2 (SLO, GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	The collective average score that the senior BSN Students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	93 RN to BSN students completed in NU 465 for an average score of 3.17 = Target Met 50 BSN students in NU 449 for an average score of 3.96 = Target Met	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.	The minor courses were not offered during the assessment period. The Sexual Health Minor was inactivated during the Fall 2021 semester. We will no longer complete this assessment.	Inconclusive
		Program - Theatre - BA (including minor, Theatre Education concentration) {2016-2017}	2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	75% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	1 out of 1 (100%) answered questions #3 and #4 satisfactorily, showing an understanding of the importance of acquiring the necessary skills to pursue a career in Theatre or Theatre Education. Please see the related document on Student responses.	Target Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that 70% of freshmen, sophomores, first year transfers, juniors and seniors participating in the major semester productions will meet proficiency on the AAC&U Creative Thinking VALUE Rubric. Proficiency is defined by achieving a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	being allowed to complete Internship and/or graduate.	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	Target Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	It is expected that the freshmen, sophomores, first year transfers, juniors and seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of "3" in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	2 out of 2 Freshmen met the target: 100% 1 out of 1 First-year Transfer met the target: 100% 1 out of 2 Juniors met the target: 50% 2 out of 2 Graduating Seniors met the target: 100% Overall, 6 out of 7 students met the target:85%	Target Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	The collective average of all TH 360 students' final grades will be 90%.	2 students in TH 360 and 1 student in ED 407 were assessed. All three received A's as their final grade. 100% of the students met the benchmark of 90% final grade.	Target Met
		Program - University Studies (C2C) - {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final project demonstrating the connections between these groups in PRO 490 - Senior Seminar in Professional Studies.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric	Program is too low-enrolled to provide significant results.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final project demonstrating the connections between these groups in PRO 490 - Senior Seminar in Professional Studies.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric	Program too low-enrolled to provide significant results.	Inconclusive