

Gen Ed Results Report 2024-2025

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
1. Critical Thinking and Effective Communication	1.a. Evaluate information for the purposes of making informed decisions {Problem Solving VALUE Rubric}	Program - Culinary Arts (including Minors: Culinary Arts, Culinary Mgt, Nutrition, and Pastry Arts; also includes students in the Bus. Admin - Culinary Arts concentration) - BS, BAS {2016-2017}	1.1 (SLO, GEO 1.a.)	Students will identify potentially hazardous foods.	60% of CA 300 students will score at least a 3 or higher on the 0-4 scale used in the AAC&U Problem Solving VALUE Rubric in identifying potentially hazardous foods.	This assessment was not conducted.	Inconclusive
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	75% of students will score at least 3 on the 1 - 4 scale used on the AAC&U Oral Communication VALUE Rubric.	Fall 2024 – 4 students assessed – 4 met target Spring 2025 – 3 student assessed – 2 met target Of the 7 total students assessed, 6 (85.7%) met the target. The average student score was a 3.6	Target Met
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	75% of students will score at least 3 on the 1 - 4 scales used on the AAC&U Integrative Learning VALUE Rubric.	Fall 2024 – 4 students assessed – 4 met target Spring 2025 – 6 student assessed – 4 met target Of the 10 total students assessed, 8 (80%) met the target. The average student score was a 2.64.	Target Met
		Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	Fourth year of data collection for target. Assessment conducted in Fall 2024. Final papers in PSY 290 were used for the assessment. Average score on the rubric was 2.5. Scores were similar to last year's and higher than the preceding years (2023-2024 M = 2.4; 2022-2023 M = 1.7; 2021-2022 M = 1.34). Component scores ranged from 1.9 (context and assumptions) to 2.9 (explanation of issues).	Target Met

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		Program - Psychology (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.a)	Psychology students will demonstrate effective use of critical-thought skills on a written assignment.	The average score of students will be at least a 2.0 on the 0-4 scale used in the AAC&U Critical Thinking VALUE Rubric.	The average scores of two students were low (i.e., 1.0 and 1.2), which pulled the overall mean down from 2.9. Students who performed better may have benefited more from the changes instituted this year: clarified assignment expectations and increased direct instruction on reading journal articles. Because this is a formative assessment, these results may be at ceiling for students who are starting the program.	Target Met
	1.b. Analyze the arguments and points of view of others {Critical Thinking VALUE Rubric}	Program - Art (including Graphic Design and Studio Art Minors; formerly Fine Arts) - 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.	<p>The students in the Art 300 class met the target for this assessment: all of the question based averages were above a 2 and all of the student averages were above a 2.</p> <p>Once again the lowest average went to question #5, the innovative thinking question with an average of 2.4 The highest scores went to Q1, acquiring competencies, Q4, embracing contradictions, and Q6, synthesizing and transforming, all with an average of 3.6.</p> <p>The lowest student average was a 2.3 and the highest student average was a 3.6</p>	Target Met
		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	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	<p>ED 435 (previously 335) and Internship Results (TIAI Indicators 1,7, 8)</p> <p># of students in section Indicator 1 Indicator 7 Indicator 8</p>	Target Met

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		Program - Elementary Education - BS {2016-2017}	1.1 (SLO & GEO 1.b.)	(Critical Thinking/Research).	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).	FA24-ED 335 2.94 SP25-ED 335 2.55 FA24-Intern (Phase 1) 2.88 FA24-Intern (Phase 2) 3.0 SP25-Intern (Phase 1) 2.84 SP25-Intern (Phase 2) 2.84 Totals: Indicator 1 Indicator 7 Indicator 8 # Students Assessed: # Students Met Target:	335 2.88 7 2.35 11 2.65 11 2.64 13 2.25 13 2.42 70. 2.52	15	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 2025, HIS 211 had 4 students enrolled. 2 averaged a score of 3.0 or higher on the Critical Thinking VALUE rubric for the "primary source analysis essay". The assignment required students to read and analyze a primary source for form and substance based on a series of analytical questions. All students completed the assignment.	S1: 3 S2: 1.4 S3: 2.2 S4: 3.2 This course is taught on a 4 year faculty rotation, which is not working for the faculty or the students. Some faculty have more experience with research methods than			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.	others, so students get varying levels of instruction quality depending on the faculty who teaches. This is definitely something we will need to address	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.	<p>2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, but were just under the 3.0 average target with 2.84. One student (Student 9 on supporting documentation) likely plagiarized or used AI to complete a large portion of the discussion post, so did not score well on the critical thinking rubric. Without considering that student's scores, the other students averaged 3.1 and did meet the target. Because of this specific student situations, I would like to continue with this target and hope that scores remain at 3.0 or above.</p>	Target Not Met
		Program - Legal Studies (including Minor) - BA, BS {2016-2017}	1.1 (SLO, GEO 1.b.)	To demonstrate the ability to apply legal concepts, theories and analytical methods (critical thinking).	The average student score on the capstone application project will be at least a "3" on the 0-4 scale used in the AAC&U Critical Thinking VALUE rubric.	Six (6) students were enrolled in PLG 440 Practical Legal Lab in 2024-25 (one student in Fall 2024, and five students in Spring 2025). Using the AAC&U Critical Thinking VALUE rubric, four (4) students scored a 4, and two	Target Met

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		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.	(2) students scored a 3. 100% of students in PLG 440 Practical Legal Lab for 2024-25 scored 3 or better, and the average student score on the rubric was 3.67.	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.	<p>[Actual Minors are Low-Enrolled Year 3 2024-2025.]</p> <p>The average score for samples evaluated was 3.48 on the 0-4 scale. This is slightly lower than the average for AY23-24 (3.5).</p> <p>Of the 30 samples evaluated, 26 (approx. 87%) met the target by scoring 3 or higher. This proportion is roughly the same as the ration in AY23-24.</p> <p>These results suggest that our courses are successful at teaching critical thinking skills like questioning assumptions and considering evidence.</p>	Target Met
		Program - Physical Sciences (including Secondary Education Certification) - BS {2016-2017}	2.1 (GEO 1.b.)	Students will successfully analyze and test standard experimental methods and suggest improvements.	PS 313 students evaluated in the program will average a score of at least a “3” on the 0-4 scale used in the AAC&U Critical Thinking Value Rubric in evaluating an existing experimental procedure.	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Inconclusive
			2.2 (GEO 1.b.)	Students will successfully select techniques, apparatus and materials in the designing of experiments.	PS 313 students will average a score of at least a “3” on the 0 - 4 scale used in the AAC&U Critical Thinking Value Rubric in designing an experimental procedure in BSB 304 Research Methods.	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	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	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Inconclusive

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			4.1 (GEO 1.b.)	Students will demonstrate various management techniques for the classroom.	"3" on the 0 – 4 used in the AAC&U Critical Thinking Value Rubric in an evaluation of the webinar.	Low-Enrolled Year 2. We had 0 students, so we continue recruitment efforts at college fairs and recruitment events.	Inconclusive
		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	1.1 (GEO 1.b/SLO1)	Students will demonstrate the ability to think critically as they explain issues, use evidence, understand influence and context of assumptions, position, and conclusions in analyzing sources and making arguments.	The overall average score for students in an upper-level POL course completing the analytical assignment will be no lower than a 3.0 on the AAC&U Critical Thinking VALUE Rubric.	Four students completed the major analytic assignment-- Research Project--for POL 390 Southern Politics in the spring of 2025. Three of the four students scored a 3.0 or higher on the AAC&U Critical Thinking VALUE Rubric, and the class average was a 3.1, just above the target. The scores were highest for Context & Assumptions and Student's Position (class average of 3.1 on each), and these were also the dimensions that had the largest gaps between the highest (a 4.0) and lowest (a 2) scores. The class average was a 3.0 for the other three dimensions. . Students benefited from instructional time spent closely questioning the data analyses offered by assigned authors and research workshops focused on crafting hypotheses and interpreting data in light of various theories covered in the class.	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.	Low-Enrolled Year 2 2024-2025. Because of low-enrollment, this program will analyze results every three years. To document data for this year: Three students in the pre-law minor program completed the Logic & Moral Reasoning requirement in the 2024-2025	Target Not Met

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		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.	AY, all in the spring. Two completed analytic assignments for PHL 204 Ethics; another completed an analytic assignment for PHL 465 Contemporary Ethical Problems, which she took with prior approval as a substitute for Ethics because that course was full. While the average score for the three students was just shy of the target at 2.9, this was due to an outlier. Two of the students each scored 3.7, well above the target. The other student, who missed several assignments and performed poorly in the course, scored a mere 1.2.	Target Not Met
		Program - Professional Studies - BPS {2018-2019}	2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	75% of students will score at least 3 on the 1 - 4 scale used on the AAC&U Oral Communication VALUE Rubric.	Fall 2024 – 4 students assessed – 4 met target Spring 2025 – 3 student assessed – 2 met target Of the 7 total students assessed, 6 (85.7%) met the target. The average student score was a 3.6	Target Met
			2.1 (GEO 1.a. & 1.b.)	Students will be able to plan a final project that synthesizes key elements of two focused study areas, the professional studies core, and the general education requirements.	75% of students will score at least 3 on the 1 - 4 scales used on the AAC&U Integrative Learning VALUE Rubric.	Fall 2024 – 4 students assessed – 4 met target Spring 2025 – 6 student assessed – 4 met target Of the 10 total students assessed, 8 (80%) met the target. The average student score was a 2.64.	Target Met
		Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	Low-Enrolled Year 3 2024-2025. The range of the responses was: 1.6-3.6 The median of the responses was as follows: 2.64 and 2.38 According to the target, the results indicate that, on	Target Met

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		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	average, 2 students meet the target.	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.	<p>Low-Enrolled Year 3 2024-2025. Ten essays were collected and assessed by two faculty members with varying methods and results. The range of responses was from : 1.8-3.0 The mean of the responses was unclear because of the inconsistency in the assessment data.</p> <p># Students Assessed: 10 # Students Met Target: For evaluator 1 and the criteria they were able to assess on the rubric, 7 out of 10 students met the target. Evaluator 2 did not offer a complete assessment in most of the targets on the rubric, there is not enough information to fully determine if the students met this target. Evaluator 1 was able to assess 3.5 out of the 6 categories, with some essays meeting some of the criteria that Evaluator 2 left blank.</p> <p>Notes: Although the enrollment has greatly improved in this course, the evaluators had difficulty applying the rubric consistently because some of the points for assessment either did not align with the paper assignment or the essay</p>	Target Met

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			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.	<p>did not clearly address some components of the rubric.</p> <p>I took the information that was available and tried to determine averages across areas where both evaluators provided data.</p>	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.	Low enrollment year 2, 2024-2025. We were unable to collect data due to no enrolled students in the art history minor.	Inconclusive
		Program - Business Administration (including Minors and Certificates) - BBA, BAS {2016-2017}	4.1 (GEO 1.c.)	Students will be able to give an oral presentation of relevant discipline-specific targets.	60% of students will earn a "3" or above rating utilizing the AAC&U Oral Communication Value Rubric on a presentation completed during their program.	<p>59 students within the departments of business were evaluated (38 juniors and 21 seniors). 20 students earned a total score of 18 or above. The rubric evaluates 5 areas (see related documents) with a score of 1-5. Students earning a "3" or above on each area would need a total score of 18 to meet the target. 51% of the students earned a total score of 18 or above ; therefore, the target was not met.</p> <p>Details for each concentration is included in the attached document. The only concentration that met the target was Sports Management. HCM and Nonprofit Management did not have any participants. All other concentrations did not meet the target.</p>	Target Met
		Program -	1.1 (SLO & GEO 1.	Students will demonstrate clear,	The average score of	The overall mean score was	Target Met

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		Communication (including Minor) - BA, BS {2016-2017}	c.)	correct, goal-directed writing skills.	assessed student writing samples from sophomore-level courses will be at least 2 on the 4-point Written Communication rubric.	2.72 on the 4-point Written Communication rubric. The mean for writing samples from COM 200 was 2.57 (n = 7), and the mean for COM 250 was 3.0 (n = 4). These results meet the target threshold of 2 or greater on the 4-point scale.	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 3.37 (n = 8) on the 4-point Written Communication rubric. The mean score for COM 307 was 3.4 (n = 5) and for COM 465 was 3.33 (n = 3). These results meet the target threshold but demonstrate how small sample size can affect means (as the mean for COM 465 was lower than the mean for COM 307).	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.	Four ED 404 students completed during 24-25 school year.	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 (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.	12 out of 12 students were scored higher than 2 on the Written Communication rubric by two faculty. The lowest score (1 instance) was 2.6. Because we did not meet last year's target, we did not change our target; however, this year we met our official target of 2 and also met the proposed new target of 2.5.	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	8 out of 8 Capstone students assessed were scored with an average of 2.5 or higher. Though our target was a score	Target Met

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			1.1 (GEO 1.c.)	Students will analyze language through close reading of texts.	an average of at least 2 or higher on the AAC&U Written Communication VALUE Rubric.	of 2 or higher, we would have met the proposed higher target, which is a good indication that 2.5 may be an appropriate target. The lowest score was 2.7, followed by one score of 2.8, 2 scores of 3, and one each of 3.4, 3.7, and 3.8. The assignment used for assessment, a 14-20-page research project, really tests students' writing skills in ways that shorter projects they have completed earlier in their careers would not.	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.	Two faculty assessed each of 24 student papers from EN 102 using the Written Communication Value Rubric. The average score for each student was 2.0 or higher with one student earning a 2, The median score as 3.1 and the mean score was 2.97.	Target Met
		Program - Family Science (including 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.	The average score of students (n = 6) on the Written Communication Value Rubric was 3.57; 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 for students (n = 26) in FSC/PSY 290 for the 24-25 AY was 2.968 on the Written Communication Value Rubric; thus, the target was met	Target 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	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Inconclusive

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		Program - Film Studies - Minor {2016-2017}	1.2 (SLO, GEO 1.c.)	Students will demonstrate clear, concise writing about films.	rubric.	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Inconclusive
		Program - History (including Minor and Secondary Education Certification in History and Social Studies) - BA {2016-2017}	3.1 (GEO 1.c.)	Students will successfully communicate ideas clearly and professionally in oral and written formats.	The overall average score for HIS 211 students completing the Research Presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	<p>In Spring 2025, HIS 211 had 4 students enrolled. Two averaged a score of 3.0 or higher on the Oral Communication VALUE rubric for their final presentation. The assignment requires students to present on an independent research proposal. All students completed the project. Student 3 changed their project considerably a couple days before the presentation, and Student 2 did not take feedback into consideration when revising their project.</p> <p>Of the categories, only Organization met target with a 3.25 average. All other categories in the VALUE rubric did not meet the target.</p> <p>S1: 3 S2: 1.4 S3: 2.4 S4: 3.4</p> <p>This course is taught on a 4 year faculty rotation, which is not working for the faculty or the students. Some faculty have more experience with research methods than others, so students get varying levels of instruction quality depending on the faculty who teaches. This is definitely something we will need to address.</p>	Target Not Met

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			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>This year 7 students enrolled in HIS 499 and 3 completed research paper in Fall 2024. This was a phenomenal group of students who excelled in their studies more generally and their capstone projects specifically. All students scored above a 4.5 on the Historical Inquiry Rubric, and all questions scored above a 3.0.</p> <p>S1: 4.5 S2: 4.5 S3: 4.33 S4: 5.5 S5: 5.17 S6: 4.5 S7: 5.33</p> <p>Most of these students took their HIS 211 course directly before taking their HIS 499 course, and so were prepared for the project. Many of them worked on their projects over the summer with the help of advisors.</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.	100% of students met the achievement target. The average score was 94%. This suggests that students are successful at presenting their research proposals in organized and compelling ways. Students are supported both by faculty advisors and by the Honors Director in preparing and practicing for their poster presentations. Because of how the rotations worked out this year, students did not present to all members of the faculty	Target Met

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		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.	committee. Still, each student was evaluated by at least 8 faculty from diverse backgrounds to ensure representative evaluations.	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.	93% of students met the target. The average score was 3.55 on the 0-4 scale. Students are advised by faculty advisors and the Honors Director in preparation for the poster presentations. By this measure, students are well-prepared to give clear, organized poster presentations.	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.	One student enrolled in IS 499 in the 2024-2025 Academic Year. The student had a two-person committee representing her two disciplines: Philosophy and English. Each gave her scores of 4 on every item measured by the AAC&U Written Communication VALUE Rubric. The philosophy professor noted that the student had improved her writing over the course of the semester. Her final product reflects the strong writing that comes from drafting, receiving faculty feedback, and redrafting.	Target 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	One student enrolled in IS 499 in the 2024-2025 Academic Year. The student had a two-person committee representing her two	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			3.1 (SLO, GEO 1.c.)	Students will orally communicate the academic value of one's advanced research in an effective manner.	Communication VALUE Rubric.	<p>disciplines: Philosophy and English; however, the philosophy professor on the committee was unable to attend the oral presentation. Luckily, the IS 499 advisor and the English committee member were both able to observe the presentation, so the philosophy professor scored the student based on the presentation slides and the advisor completed the remainder of the Oral Communication VALUE Rubric. As with the other assessments, the student scored 4 out of 4 on each dimension of the rubric.</p> <p>The Interdisciplinary Studies advisor noted that the student went above and beyond the course requirements in arranging to present her Capstone research as part of the Women's College Colloquium Series. This resulted in the largest and most diverse audience that the advisor has seen. Despite the added pressure this surely caused, the student was extremely well-prepared for audience questions and engaged with them confidently and effectively.</p>	Target Met
		Program - Kinesiology (including Exercise Science Minor) - BS {2016-2017}	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	The Summer and Fall 2024 and Spring 2025 two sections of KIN 416 Internship had 16 students enrolled. 16 out of 16 (100%) students had an average score of 3.33 or higher on two Case Study Assignments.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Kinesiology (including Exercise Science Minor) - BS {2016-2017}	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	The breakdown of average scores is as follows: <ul style="list-style-type: none"> 6 students had and average score of 3.51 – 4.0 3 students had and average score of 3.01 – 3.5 5 student had and average score of 2.5 – 3.0 1 student had and average score less than 2.5 	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.	Four (4) students were enrolled in Fall 2024 PLG 330 Legal Writing. The students were given four distinct writing assignments to complete. 75% of the students did score 85 or above. Three students scored above 85 on writing assignments, one student averaged a 79.	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.	Twenty-three students were assessed in oral presentations in the following 2024-25 courses: FA 2024 PLG 352 Civil Trial Practicum, SP 2025 401 Special Topics: Trial Strategy and Procedure, and SP 2025 PLG 395 Legal Systems Response to Child Maltreatment. Twenty-one (21) scored a 4 on the VALUE rubric. Two (2) of the students scored a 3. The average student score was a 3.9.	Target Met
		Program - Mathematics (including Minor and Secondary Education Certification) - BA, BS {2016-2017}	1.3 (SLO, GEO 1.c.)	Students will give a sample lesson that presents a problem and its solution.	MA 318 / MA 319 student work sampled will have an average score of 2.5 or higher on the AAC&U Oral Communication VALUE Rubric.	MA 319 Methods and Materials in Secondary Mathematics was taught Fall 2024. Average score = 2.95 for presentations of sample lessons and problem solutions. 4 presentations were assessed.	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	2 students.	Target Met
		Program - Music (including Minor) - BA, BM {2016-2017}	1.2 (SLO, GEO 1.c.)	Students will complete written assignments on music history topics.	The average scores for students on relevant assignments in MUS 302 will be 2 or higher on the 0-4 scale for the AAC&U Written Communication Value Rubric.	There were three students enrolled in MUS 302. They each wrote their papers on an individual composer, Scott Joplin, Sergei Rachmaninoff, and Johannes Brahms. Two students have scored a 4 and one student has scored a 3.	Target Met
		Program - Nursing - ASN {2016-2017}	1.3 (SLO, GEO 1.c.)	ASN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the ASN sophomore students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentation.	100 percent of the students enrolled in NU 216 received a score of 3 or higher. The average communication value is 3.3 40 percent of the class had a B 59.6 percent of the class had a A AACU- 4 equal to A; 3 Equal to B; 2 Equal to C; 1 Equal to D.	Target Met
		Program - Nursing - BSN {2016-2017}	1.3 (SLO, GEO 1.c.)	BSN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	The average score that the senior BSN Students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication VALUE Rubric during the NU 449 formal research presentation.	59 of 59 BSN seniors enrolled in NU 449 for Spring 2025 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 4.	Target Met
		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Four students completed the major assignment--Research Project--for POL 390 Southern Politics in the spring of 2025. Three of the four students scored above a 3.0 on the AAC&U Written Communication VALUE Rubric, and the class average was a	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	2.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The overall average score for students in an upper-level POL class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	3.3, comfortably above the target. The scores were highest for Context and Purpose of Writing (class average of 3.8) and Sources and Evidence (class average of 3.5). The lowest class average was for Content Development (3.0). Students clearly benefited from instructional time spent closely examining the data choices made in assigned readings and research workshops focused on locating, downloading, cleaning, and analyzing quantitative data. However, the time it took students to do this work left too little time for feedback on and redrafting of conclusions and overall writing. Requiring students to show their work--having them walk the class through their data collection and analysis process--also alleviated concerns with Chat GPT usage.	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.	Four students presented their research projects in POL 390 Southern Politics as part of the course's final examination in the spring of 2025. Three of the four students scored above a 3.0 on the AAC&U Oral Communication VALUE Rubric, the only student below that scored a 2.9, and the class average was a 3.6, comfortably above the target. The scores were highest for the Delivery and Central Message dimensions (class average of 3.8 on each) and lowest for Language (3.3). A	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (GEO 1.c.)	Students will demonstrate effective organization, language, delivery, supporting material, and central message for oral communication.	The overall average score for students in an upper-level POL class completing the oral presentation will be no lower than a 3.0 on the AAC&U Oral Communication VALUE Rubric.	notable gap of 1.5 points separated the lowest scoring student (with a 2.5) from the two highest scoring students (each with a 4) on the Supporting Material dimension, which is likely attributable to the fact that the former student was a working mother who attended the class via Zoom and could not participate as fully in the workshops as the others. Scoring on this dimension closely followed student engagement in the workshops. Students benefited from Fant Memorial Library LibGuides and instructor-provided poster templates as well as research workshops focused on data visualization and discussion of descriptive statistics and their interpretation.	Target Met
		Program - Pre-Law - Minor {2019-2020}	1.2 (GEO 1.c.)	Students will demonstrate the ability to present information, arguments, and ideas in written forms.	The overall average score of students completing the major writing assignment required in one of the Research & Writing courses in the minor curriculum (HIS 211 Intro. to Historical Thinking and Research, PLG 330 Legal Writing, and POL 390 Southern Politics) will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Low-Enrolled Year 2 2024-2025. Because of low-enrollment, this program will analyze results every three years. To document data for this year: One student in the pre-law program completed the major writing assignment required in POL 390 Southern Politics in Spring 2025. The student's overall score was a 3.4, above the 3.0 target. Her highest scores were for Context & Purpose and Sources & Evidence (4.0 on each dimension); her lowest was for Syntax & Mechanics and	Target 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.	<p>was below the 3.0 target at only 2.5. This is likely a result of 1) the course workshops' emphasis on research design and analysis rather than grammar and writing and 2) the student's background as a non-native English speaker.</p> <p>While this student's performance met the target, it is notable that one other pre-law student completed POL 390 Southern Politics but did not complete the major writing assignment. This resulted in the student earning a D in the course. The student was chronically absent and did not attend any of the research workshops used to scaffold the assignment. Missing each of these low-stakes submissions, she let the task build until it was overwhelming and there was no more time for her to realistically complete the work, much less benefit from instructor guidance and peer examples. This student's poor performance was not particular to this course or this semester, however, and is not something that course or program design can be expected to overcome.</p>	Target Met
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	In HED 350, 18 students out of 22 students completed a discussion board in which they developed a health message that is audience appropriate. Of those completing the assessment, 16 students (73%) were found to have met or	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	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)).	exceeded the target.	Target Not 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)).	This assignment was not completed as originally planned due to a change in course instructor. The incoming instructor did not implement this assignment as part of the revised course structure. Therefore, the results are inconclusive.	Inconclusive
		Program - Speech Language Pathology - BS {2016-2017}	1.1 (SLO, GEO 1.c.)	SLP seniors will apply knowledge of communication development and disorders to the treatment of children with communication disorders.	The average score of students enrolled in SPA 311 will earn at least a “3” on the AAC & U Written Communication VALUE Rubric.	22 students were assessed this year. The average score was 3.45 on the value rubric. The average grade was 91.86. Three students earned a 2 on the assignment; the remaining 19 students earned a score of either a 3 or 4 on the assignment.	Target Met
		Program - University Studies (C2C) - {2019-2020}	3.1 (GEO 1.c.)	Students will demonstrate effective context and purpose for writing, content development, genre and disciplinary conventions, source and evidence use, and control of syntax and mechanics.	The average score for students enrolled in PRO 490 who are completing the Capstone project will be no lower than a 3.0 on the AAC&U Written Communication VALUE Rubric.	Program remains below 5 students enrolled; too low for reporting purposes. # Students Assessed: 0 # Students Met Target: 0	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.	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Inconclusive
			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-	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.2 (SLO, GEO 2.a)	Students will exhibit the ability to recognize differences between films from different time periods.	scores of the Intercultural Knowledge and Competence VALUE rubric.	Low-Enrolled Year 3 2024-2025. Coordinator did not provide for the second year in a row (admin).	Inconclusive
		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 2025: Average score of Intercultural Knowledge & Competence value: 3.28	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.	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	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.	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Inconclusive
	2.b. Compare human endeavors across cultures and through history {Intercultural Knowledge &	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	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	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.	characteristic practices of at least two world religions on the Exam.	no data available to collect for current or revised goals.	Inconclusive
			1.2 (GEO 2.b.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions.	The average score of students will be at least a 3 on the 0-4 scale used in the AAC&U Intercultural Knowledge and Competence VALUE Rubric in using religious studies methods and concepts in analyzing and comparing the history, basic beliefs, and characteristic practices of at least two world religions on the Mid-Term Essay.	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	Inconclusive
	2.c. Discuss global perspectives and cultures objectively {Intercultural Knowledge & Competence VALUE Rubric}	Program - Human Geography - Minor {2019-2020}	2.1 (SLO)	Students will effectively demonstrate a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	<p>2024-2025 = Low-enrolled Year 1</p> <p>Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, with a 2.67 average. However, three students likely used AI to compose their papers (i.e. information in papers was not supported by information from sources listed), so did not score well on these assessment items. The average without counting these three students (Students 4, 7, and 9 in supporting documentation) is 3.5, so the students who made honest efforts to write</p>	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
	2.c. Discuss global perspectives and cultures objectively {Intercultural Knowledge & Competence VALUE Rubric}	Program - 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.	their papers did meet the target.	Target Not Met
			2.2 (SLO)	Students will interpret intercultural experience from the perspectives of their own and more than one worldview.	The overall average score for students in an upper-level GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Intercultural Knowledge and Competence VALUE Rubric.	<p>2024-2025 = Low-enrolled Year 1 Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, with a 2.67 average. However, three students likely used AI to compose their papers (i.e. information in papers was not supported by information from sources listed), so did not score well on these assessment items. The average without counting these three students (Students 4, 7, and 9 in supporting documentation) is 3.5, so the students who made honest efforts to write their papers did meet the target.</p>	Target Not 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	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		Program - Religious Studies - Minor {2016-2017}	1.1 (GEO 2.c.)	Religious studies minors will demonstrate the ability to use religious studies methods and concepts in analyzing the history, basic beliefs, and characteristic practices of a particular world religion.	analyzing the history, basic beliefs, and characteristic practices of a particular world religion on the Exam.	cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	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.	Low-Enrolled Year 3 2024-2025. Because of low enrollment, this program will analyze results every three years. The religious studies minor had no students this year, and no REL courses with cross-listed sections were taught. There was therefore no data available to collect for current or revised goals.	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.	Low Enrolled Year 3 2024-25 FLS 102 Intercultural Capstone average score = 3.7 FLS 202 Intercultural Capstone average score = 2.5 Total average = 3	Target Met
		Program - Women's Gender, and Sexuality Studies (including Minor) - BA {2016-2017}	1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Students will score an average of at least 2 (lower milestone level) or higher using the AC&U Value rubric on Critical Thinking	Low-Enrolled Year 3 2024-2025. The range of the responses was: 1.6-3.6 The median of the responses was as follows: 2.64 and 2.38 According to the target, the results indicate that, on average, 2 students meet the target.	Target Met
			1.1 (SLO, GEO 1.b. & 2.c.)	The students will be able to analyze, in written form, issues dealing with the global, historical, political, psychological, sociological, biological, and/or religious aspects of women's lives.	Students will score an average of at least a 2 or higher on the AAC&U Value Rubric on Intercultural Knowledge and Competence.	Low-Enrolled Year 3 2024-2025. Ten essays were collected and assessed by two faculty members with varying methods and results. The range of responses was from : 1.8-3.0	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			1.1 (SLO, GEO 1.b. & 2.c.)	The 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.	<p>The mean of the responses was unclear because of the inconsistency in the assessment data.</p> <p># Students Assessed: 10 # Students Met Target: For evaluator 1 and the criteria they were able to assess on the rubric, 7 out of 10 students met the target. Evaluator 2 did not offer a complete assessment in most of the targets on the rubric, there is not enough information to fully determine if the students met this target. Evaluator 1 was able to assess 3.5 out of the 6 categories, with some essays meeting some of the criteria that Evaluator 2 left blank.</p> <p>Notes: Although the enrollment has greatly improved in this course, the evaluators had difficulty applying the rubric consistently because some of the points for assessment either did not align with the paper assignment or the essay did not clearly address some components of the rubric.</p> <p>I took the information that was available and tried to determine averages across areas where both evaluators provided data.</p>	Target Met
3. Quantitative and Technology Skills	3.a. Solve problems, draw conclusions, and make	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to electronic concepts, bonding, thermodynamics/quantum mechanics, and quantitative analysis	The average score of PSC 111 students should be at least a “3” on the 0-4 scale used in the AAC&U Quantitative Literacy VALUE Rubric in	Low-Enrolled Year 3 2024-2025. 39 PSC 111 students across five lecture sections and two semesters (4 sections in fall 2024, 1 section in spring	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
3. Quantitative and Technology Skills	predictions using quantitative information {Quantitative Literacy & Analysis VALUE Rubric}	Program - Chemistry (including Minor) - BS {2016-2017}	1.1 (GEO 3.a.)	techniques.	answering questions related to electronic concepts.	2025) were assessed on their knowledge of electronic concepts. Electronic concepts questions (from quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 39 students evaluated was "2.95" with the following breakdown (8 students, score = 1; 6 students, score = 2; 5 students, score = 3; 20 students, score = 4). Target was achieved.	Target Met
			1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to electronic concepts, bonding, 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 answering questions related to structure and bonding.	Low-Enrolled Year 3 2024-2025. 16 PSC 112 students across two lecture sections in spring 2025 were assessed on their knowledge of the basic concepts of structure and bonding. Conceptual questions on structure and bonding (on quizzes and exams) were evaluated using the AAC&U Quantitative Literacy VALUE rubric. The average rubric score of the 16 students evaluated was "2.7" with the following breakdown (3 students, score = 1; 3 students, score = 2; 5 students, score = 3; 5 students, score = 4). Target was not achieved.	Target Not Met
			1.1 (GEO 3.a.)	The student will (TSW) successfully execute problem-solving related to electronic concepts, bonding, 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 basic analysis/thermodynamics/quantum mechanics.	Low-Enrolled Year 3 2024-2025. The assessment was not done because PSC 450/451 were not offered due to low enrollment.	Inconclusive

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		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.	MA 284 was not taught in 2024-2025. There were no mathematics majors who required this course in 2024-2025.	Inconclusive
			2.1 (SLO, GEO 3.a.)	Students will solve application problems.	MA 306 student work sampled will have an average score of 2.5 or higher on the AAC&U Quantitative Literacy VALUE Rubric.	Average score = 2.46 for items assessed in MA 306 Differential Equations. MA 306 was taught in Spring 2025 with 2 students. A total of 28 items were assessed, with 17 items at level 3, 7 items at level 2, and 4 items at level 1. Multiple items were assessed for each student.	Target Not Met
	3.b. Analyze quantitative information presented in different formats {Quantitative Literacy & Analysis VALUE Rubric}	Program - Digital Studies - Minor {2019-2020}	1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students (on average) will earn a C or higher in the class.	Low enrolled year 2. Next year (spring 2026) will be low-enrolled year 3. Data will not be collected and analyzed until spring of next year.	Inconclusive
			1.1 (SLO, GEO 3.b.)	Students will analyze quantitative information presented in different formats.	Students, on average, will earn a C or higher in the class or classes.	Low enrolled year 2. Next year (Spring 2026) will be low enrolled year 3, and cumulative data will be collected and analyzed.	Inconclusive
4. Understanding of Self, Society, and The Natural World	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	POL 202 Making Democracy Work was taught in the fall and spring semesters, with twenty students completing the course. The average score on the Civic Engagement Rubric was a 3.2, and though eight students scored below the target of 3.0, most of these were very close to achieving the target: three	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
4. Understanding of Self, Society, and The Natural World	4.b. Engage in activities that promote personal and civic well-being {Civic Engagement VALUE Rubric}	Program - Political Science (including Minors: Political Science and Nonprofit Advocacy) - BA {2016-2017}	4.1 (GEO 4.b. / SLO 4 / SAO)	Students will demonstrate the knowledge, skills, values, and commitment necessary for civic engagement.	The overall average score for students completing a major civic engagement assignment will be no lower than a 3.0 on the AAC&U Civic Engagement VALUE Rubric.	scored a 2.9 and another two earned a 2.8. The highest average score was for Civic Identity and Commitment (3.5), and the lowest was for Analysis of Knowledge (2.1). Scores on this dimension were much higher in the fall semester, when the six students taking the course for their major or minor scored an average 3.3. In the spring, the class average was only a 1.6, and this was a reflection of the fact that the course was taught to Honors students in their second semester of college. This dimension of the rubric, which aims for an outcome in which a student “connects and extends knowledge (facts, theories, etc.) from [their] own academic study/field/discipline to civic engagement and to [their] own participation in civic life, politics, and government,” is not an appropriate goal post for freshmen.	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 students selects a published journal article and writes a research proposal based on the research in the article.	No results gathered.	Inconclusive
		Program - Human Geography - Minor	3.2 (SLO)	Students will synthesize in-depth information from relevant sources	The overall average score for students in an upper-level	2024-2025 = Low-enrolled Year 1	Target Not Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
		{2019-2020}	3.2 (SLO)	representing various points of view and approaches to reveal insightful patterns, differences, or similarities.	GEO class completing the analytical writing assignment will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	<p>Low-enrolled Year 1: GEO 318 was taught during Fall 2024, and the 9 students enrolled in that course were assessed. GEO 314 was not taught during the 2024-25 school year.</p> <p>GEO 318 students did not meet the target, with a 2.67 average. However, three students likely used AI to compose their papers (i.e. information in papers was not supported by information from sources listed), so did not score well on these assessment items. The average without counting these three students (Students 4, 7, and 9 in supporting documentation) is 3.5, so the students who made honest efforts to write their papers did meet the target.</p>	Target Not Met
		Program - Interdisciplinary Studies (incl. American, International, Medieval/Renaissance, and Social Studies Minors) - BA, BS {2016-2017}	1.1 (SLO & GEO 4.c)	Students will explore and analyze issues, ideas, and/or events in a way that serves an ultimately academic purpose.	The average score for all students in IS 499 completing the Capstone project will be no lower than a 3.0 on the AAC&U Inquiry and Analysis VALUE Rubric.	One student enrolled in IS 499 in the 2024-2025 Academic Year. The student had a two-person committee representing her two disciplines: Philosophy and English. Each gave her scores of 4 on every item measured by the AAC&U Inquiry and Analysis VALUE Rubric. The philosophy professor on her committee commented that the student's performance on the "Existing Knowledge, Research, and/or Views" dimension was especially laudable. She wrote, "I'm most impressed with Mariah's research. When she started	Target 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.	looking into Kristeva, a hard philosopher to read, I told her that Josh was a Kristeva scholar, so she took the initiative to speak with him and read one of his works that she incorporated into her paper. I also suggested several other readings (i.e., Freud, Arendt, Stryker) that Mariah read and wove into her paper."	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 - 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.	We had 4 ECD completers in ED 404 during the 24-25 school year, two in Fall 24 and two in spring 25.	Target Met
		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 2025: Average score of Foundations and Skills for Lifelong Learning Value: 3.02	Target Met
		Program - Nursing - ASN {2016-2017}	1.2 (GEO 5.a, SPG C.3)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	At least 90% of graduating ASN students will receive a 2 (or the minimum value assigned) required for the Teamwork and Collaboration portion of the NU 235 preceptorship experience.	91 percent of graduating ASN students received a meets expectations required for the Teamwork and Collaboration portion of the NU 235 preceptorship experience	Target Met
			1.2 (GEO 5.a, SPG	ASN Students will be able to utilize	The average score that the	The average score of the peer	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			C.3)	appropriate team building and collaborative strategies when working with teams.	sophomore ASN students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork Value Rubric during the NU 216 team project.	review rubric value 4.9. 93.6 percent of students achieved the target level. [less]	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.	59 of 59 BSN Generic students scored the AACU Teamwork Value Rubric a 4. 182 of 200 scored the AACU Teamwork Value Rubric a 3 or higher.	Target Met
		Program - Theatre - BA (including minor) {2016-2017}	2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	75% of students participating in the Survey will state that their goal upon graduating the Theatre program is to have the skillset to gain employment or a long-term internship in theatre or a related field.	Low-Enrolled Year 1 2024-2025. 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 being allowed to complete Internship and/or graduate.	Low-Enrolled Year 1 2024-2025. One freshman, one junior and one transfer were evaluated for an average score of 3.25.	Target Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with	It is expected that the freshmen, sophomores, first year transfers, juniors and	Low-Enrolled Year 1 2024-2025. 1 freshmen, 1 transfer and 1 junior were evaluated	Target Met

Goal Number	Goal	Assessment Unit Name	Outcome Name	Outcome	Achievement Target	Result and Analysis	Result Type
			2.1 (GEO 5.a., SPG C.3, SAO)	diligence, reliability, and punctuality.	seniors participating in TH 400 will meet proficiency on the AAC&U Teamwork VALUE Rubric. Proficiency is defined by averaging a score of “3” in at least 4 categories for freshmen, sophomores, first year transfers, juniors and seniors. Students must show proficiency before being allowed to complete Internship and/or graduate.	for an average grade of 3.5	Target Met
			2.1 (GEO 5.a., SPG C.3, SAO)	Students will increase their skills of professionalism and work ethics by performing assigned tasks with diligence, reliability, and punctuality.	The collective average of all TH 360 students' final grades will be 90%.	Low-Enrolled Year 1 2024-2025. There were no students enrolled in TH 360 or ED 407 to evaluate.	Inconclusive
		Program - University Studies (C2C) - {2019-2020}	1.1 (SAO & GEO 5.a.)	Students will demonstrate an understanding of and integrate content and skills by developing a final project demonstrating the connections between these groups in PRO 490 - Senior Seminar in Professional Studies.	Students will be able to demonstrate an understanding of content knowledge and skills specific to their student focus groups by the final project on lifelong learning in the areas of curiosity, initiative, independence, transfer and reflection by scoring a collective average of 2 or better (benchmark or better) on the AAC&U Lifelong Learning Value Rubric	Program remains below 5 students enrolled; too low for reporting purposes. Low enrolled year 3.	Inconclusive