

Assessment Map for Leavell College General Education

Terms Assessed: SP24, FA24, SP25, SU25, FA25

Jury Members Present: Dr. Sandy Vandercook (PC); Dr. Brooke Osborn; Dr. Tommy Doughty;
Dr. Eli Byrd; Dr. Rebekah Callahan

Date of Jury: May 18, 2026

Student Learning Outcome #1—Critical Thinking: Students will develop the ability to recognize, analyze, critique, and synthesize arguments.

Alignment to Mission Statement/Strategic Plan: Servanthood, Devotion, Proclamation, and Mission—Servants who are prepared to walk with Christ, proclaim His truth, and fulfill His mission should be able to think critically.

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle’s action plans)																																	
<p>Direct Measures (at least one) 1. Composite score on the 4-point LC Critical Thinking rubric applied to the Research and Writing/English Comp 2 final paper.</p>	<p>1. Aggregate composite score of 2.5 out of 4 on the LC Critical Thinking rubric (set during 2024 jury)</p>	<p>Aggregate R&W/EC2 = 2.92 BENCHMARK MET</p> <table border="1" data-bbox="978 922 1463 1369"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="2">SP24 Agg = 3.11</td> <td>NOLA</td> <td>2.75</td> </tr> <tr> <td>ONL</td> <td>3.08</td> </tr> <tr> <td rowspan="3">FA24 Agg = 3.04</td> <td>NOLA</td> <td>3.3</td> </tr> <tr> <td>ONL</td> <td>2.96</td> </tr> <tr> <td>SPAN WHIT</td> <td>2.81 3.13</td> </tr> <tr> <td rowspan="3">SP25 Agg = 3.04</td> <td>HAR</td> <td>2.94</td> </tr> <tr> <td>NOLA</td> <td>3.45</td> </tr> <tr> <td>ONL</td> <td>2.8</td> </tr> <tr> <td rowspan="5">FA25 Agg = 2.52</td> <td>ANG</td> <td>2.53</td> </tr> <tr> <td>LCIW</td> <td>3.13</td> </tr> <tr> <td>MCIW</td> <td>2.7</td> </tr> <tr> <td>MSP</td> <td>2.57</td> </tr> <tr> <td>NOLA ONL</td> <td>3.94 2.93</td> </tr> </tbody> </table>	TERM	LOCATION	SCORE	SP24 Agg = 3.11	NOLA	2.75	ONL	3.08	FA24 Agg = 3.04	NOLA	3.3	ONL	2.96	SPAN WHIT	2.81 3.13	SP25 Agg = 3.04	HAR	2.94	NOLA	3.45	ONL	2.8	FA25 Agg = 2.52	ANG	2.53	LCIW	3.13	MCIW	2.7	MSP	2.57	NOLA ONL	3.94 2.93	<p>Previous action plan completion: 1. The PC for R&W/EC2 <i>did</i> revise the course to focus more on research skills. Three mandatory library days were added to the course, and two lectures focused specifically on how to structure paragraphs in an argumentative essay in order to make and support a claim. 2. The lead teacher for SS did add a video to the course shell in which she walked students through how to determine an appropriate thesis for an argumentative paper. In another video, she demonstrated how to structure a paragraph so that claims are supported with evidence that is integrated into the narrative. Finally, all students now are required to get approval from a faculty member in their major. Getting such</p>
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<p>2. Composite score on the LC Critical Thinking rubric applied to the Senior Seminar senior thesis.</p>	<p>2. Aggregate composite score of 2.75 out of 4 on the LC Critical Thinking Rubric (set during the 2024 jury)</p> <p>Previous reflection direct measures:</p> <p>1. Data for SS for FA21 is missing; the resignation of KLM, the person responsible for gathering the data, and the inability to retrieve any data from her files is the main cause. Also, the KTI program assessed the artifacts using an old rubric—a miscommunication between KTI and KLM.</p> <p>2. Previous benchmarks were based on a percentage of students scoring a certain number on the rubric. However, when LC approved the new Gen Ed assessment plan, the benchmarks were set as the overall composite score. Those composite scores were available</p>	<p>Aggregate Senior Seminar = 3.08 BENCHMARK MET</p> <table border="1" data-bbox="978 302 1463 722"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="3">SP24 Agg = 3.03</td> <td>ANG</td> <td>3.5</td> </tr> <tr> <td>NOL</td> <td>2.75</td> </tr> <tr> <td>ONL</td> <td>3.13</td> </tr> <tr> <td rowspan="3">FA24 Agg = 3.23</td> <td>MCIW</td> <td>3.53</td> </tr> <tr> <td>NOLA</td> <td>2.83</td> </tr> <tr> <td>ONL</td> <td>3.33</td> </tr> <tr> <td rowspan="3">SP25 Agg = 2.72</td> <td>NOLA</td> <td>2.92</td> </tr> <tr> <td>ONL</td> <td>2.69</td> </tr> <tr> <td>WHIT</td> <td>2.2</td> </tr> <tr> <td rowspan="2">SU25 Agg = 3.17</td> <td>HYB</td> <td>3.17</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td rowspan="3">FA25 Agg = 3.33</td> <td>MSP</td> <td>3.68</td> </tr> <tr> <td>NOLA/CIV</td> <td>3.5</td> </tr> <tr> <td>ONL</td> <td>2.56</td> </tr> </tbody> </table> <p>New Reflection on results for direct measures:</p> <p>1. For R&W/EC2, the overall aggregate stayed virtually the same (2.915 for 2024 jury and 2.92 for the 2026 jury). The FA25 aggregate of 2.52 was just above the benchmark of 2.5. Three of the lowest scores for the reporting period came during this semester, and those three scores were all at prison sites. Overall the NOLA section scored higher than the other sections, with exception of the SP24 semester. These lower scores at prison sites and online suggest a disconnection between the adjuncts teaching the courses for those</p>	TERM	LOCATION	SCORE	SP24 Agg = 3.03	ANG	3.5	NOL	2.75	ONL	3.13	FA24 Agg = 3.23	MCIW	3.53	NOLA	2.83	ONL	3.33	SP25 Agg = 2.72	NOLA	2.92	ONL	2.69	WHIT	2.2	SU25 Agg = 3.17	HYB	3.17			FA25 Agg = 3.33	MSP	3.68	NOLA/CIV	3.5	ONL	2.56	<p>approval helps both students and faculty understand the importance of thinking critically about issues cogent to the discipline.</p> <p>New Action Plan(s):</p> <p>1. Work with Classics instructors to brainstorm ways to incorporate critical thinking across the four Classics courses. Dr. Doughty will lead this discussion in August and send summary to PC.</p> <p>2. Create a specific module/unit related to critical thinking for English Comp 2. Dr. Vandercook will add a unit (at least one in-class lecture/one video for online) explaining the critical thinking rubric and discussing the expectations for critical thinking. This lecture will be added the course schedule for the FA26 in-person classes and to all Canvas shells by the start of the FA26 semester. She also will send the video to instructors teaching the course at the prisons so they can use it as they teach in the prisons—to be sent before the start of the FA26 semester.</p>
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	<p>from the previous Gen Ed jury and are provided here.</p> <p>3. For Senior Seminar, we met the benchmark for all sections with the exception of SP22 and Parchman in SP23. The spring 2022 was a difficult semester for our students as many were dealing with aftereffects of Hurricane Ida (including things like having to move out of dorms while mold remediation was occurring). Additionally, students may have been anxious because of gun violence near the campus that term. These things could be responsible for the lower numbers for SP22. Also, the professor teaching that course left mid-semester to take a job in another state. While she flew in once a week to teach the course, her lack of presence on campus may have affected students' performance on their final papers.</p> <p>4. The aggregate score for R&W is higher than that for Senior Seminar, which seems odd since R&W is a 2000-level course while SS is a 4000-level course. We have noticed a trend in students waiting to take R&W until the semester before SS, so they may not have had fully internalized the critical thinking skills needed to write a strong Senior Thesis.</p>	<p>sections and the lead professor for the course, who teaches the NOLA sections.</p> <p>2. For SS, <u>the overall aggregate increased from 2.84 to 3.08</u>. The SP25 aggregate score of 2.72 was just below the benchmark of 2.75. However, the Whitworth score was quite low (2.2), which brought down the overall average. The Whitworth cohort took SS the semester immediately following their completion of R&W, so they likely had not fully internalized the skills needed to research, write, and present their papers. For SS, the scores for NOLA and ONL do not seem to follow the same pattern as scores for R&W, namely, for the four main semesters, NOLA had a higher average two of the semesters, and ONL had higher scores two of the semesters.</p>	<p>3. The video created as part of #2 above will be added to the Canvas shells for Senior Seminar with the expectation that students are to be aware of the type of work they should be doing in a senior capstone course. Dr. Vandercook will ensure this video is added to Senior Seminar Canvas shells and distributed to instructors teaching the course in prisons no later than the beginning of the FA26 semester.</p> <p>Benchmarks will remain the same to see if the new measures put in place result in upward trends in the data.</p>
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<p>Indirect Measures 1. General Education Questionnaire item 1 given in College and Vocation.</p> <p>2. General Education Questionnaire item 1 given in Senior Seminar.</p>	<p>1. Aggregate score of 4.25 on Gen Ed question 1 (set during 2024 jury)</p> <p>2. Aggregate score of 4.25 on Gen Ed question 1 (set during 2024 jury)</p>	<p>Aggregate C&V = 3.84 BENCHMARK NOT MET</p> <table border="1"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="4">SP24 Agg = 3.91</td> <td>HARDEE</td> <td>4.00</td> </tr> <tr> <td>PARCHMAN</td> <td>3.65</td> </tr> <tr> <td>NOLA</td> <td>3.69</td> </tr> <tr> <td>ONL</td> <td>4.31</td> </tr> <tr> <td rowspan="4">FA24 Agg = 4.01</td> <td>LCIW</td> <td>4.00</td> </tr> <tr> <td>C2</td> <td>4.00</td> </tr> <tr> <td>NOLA</td> <td>3.81</td> </tr> <tr> <td>ONL</td> <td>4.22</td> </tr> <tr> <td rowspan="3">SP25 Agg = 3.12</td> <td>NOLA</td> <td>3.75</td> </tr> <tr> <td>ONL</td> <td>4.1</td> </tr> <tr> <td>NGA</td> <td>1.5</td> </tr> <tr> <td rowspan="4">FA25 Agg = 4.31</td> <td>CW</td> <td>4.14</td> </tr> <tr> <td>KTI</td> <td>5.00</td> </tr> <tr> <td>NOLA</td> <td>3.79</td> </tr> <tr> <td>ONL</td> <td>4.31</td> </tr> </tbody> </table> <p>Aggregate SS = 4.63 BENCHMARK MET</p> <table border="1"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="3">SP24 Agg = 4.54</td> <td>ANG</td> <td>4.18</td> </tr> <tr> <td>NOL</td> <td>4.55</td> </tr> <tr> <td>ONL</td> <td>4.89</td> </tr> <tr> <td rowspan="3">FA24 Agg = 4.68</td> <td>MCIW</td> <td>--</td> </tr> <tr> <td>NOLA</td> <td>4.6</td> </tr> <tr> <td>ONL</td> <td>4.75</td> </tr> <tr> <td rowspan="3">SP25 Agg = 4.85</td> <td>NOLA</td> <td>4.7</td> </tr> <tr> <td>ONL</td> <td>5.00</td> </tr> <tr> <td>WHIT</td> <td>--</td> </tr> <tr> <td>SU25 Agg = 4.67</td> <td>HYB</td> <td>4.67</td> </tr> <tr> <td rowspan="3">FA25 Agg = 4.4</td> <td>MSP</td> <td>4.32</td> </tr> <tr> <td>NOLA/CIV</td> <td>4.25</td> </tr> <tr> <td>ONL</td> <td>4.62</td> </tr> </tbody> </table>	TERM	LOCATION	SCORE	SP24 Agg = 3.91	HARDEE	4.00	PARCHMAN	3.65	NOLA	3.69	ONL	4.31	FA24 Agg = 4.01	LCIW	4.00	C2	4.00	NOLA	3.81	ONL	4.22	SP25 Agg = 3.12	NOLA	3.75	ONL	4.1	NGA	1.5	FA25 Agg = 4.31	CW	4.14	KTI	5.00	NOLA	3.79	ONL	4.31	TERM	LOCATION	SCORE	SP24 Agg = 4.54	ANG	4.18	NOL	4.55	ONL	4.89	FA24 Agg = 4.68	MCIW	--	NOLA	4.6	ONL	4.75	SP25 Agg = 4.85	NOLA	4.7	ONL	5.00	WHIT	--	SU25 Agg = 4.67	HYB	4.67	FA25 Agg = 4.4	MSP	4.32	NOLA/CIV	4.25	ONL	4.62	<p>New AP for indirect measures: New BM for College and Vocation is 3.0.</p>
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	<p>Previous actions for indirect measures: New BM for indirect measures: 4.25 for R&W and 4.25 for SS</p>	<p>New reflection on results for indirect measures: For some reason, the jury members on the previous jury set the same benchmark for both C&V and SS. However, doing so makes no sense since students taking C&V are in their first year of college while students taking SS are in the final year of college. The expectation that freshman would feel the same as seniors about their ability to think critically makes no sense. It thus explains why the C&V aggregate score did not meet the benchmark but the SS aggregate score did. As this measure is new, there were no previous scores against which to compare the results.</p>	
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Student Learning Outcome #2—Oral Communication: Students will develop and deliver oral presentations clearly and effectively across a variety of contexts.

Alignment to Mission Statement/Strategic Plan: Servanthood, Devotion, Proclamation, and Mission—Servants who are prepared to walk with Christ, proclaim His truth, and fulfill His mission should be able to speak clearly and effectively.

Measures (means of program assessment)	Criteria for Success	Results-disaggregate by location and semester	Use of Results																																																												
<p>Direct Measures</p> <p>1. Composite score on the LC Oral Communication rubric applied to the <i>Introduction to Counseling</i> oral presentation (new measure as of FA23)</p> <p>2. Composite score on the LC Oral Communication rubric applied to the <i>Senior Seminar</i> oral defense.</p>	<p>1. Aggregate composite score of 2.0 of 4 on the LC Oral Communication rubric (set during 2024 jury)</p> <p>2. Aggregate composite score of 3.2 of 4 on the LC Oral Communication rubric (set during 2024 jury)</p> <p>Previous reflection direct measures:</p> <p>1. Data for SS for FA21 is missing; the resignation of KLM, the person responsible for gathering the data, and the inability to retrieve any data from her files is the main cause. Also, the KTI program assessed the artifacts using an old</p>	<p>Aggregate IC = 3.03 BENCHMARK MET</p> <table border="1" data-bbox="978 548 1461 889"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="3">SP24 Agg = 2.97</td> <td>FLEX</td> <td>3.3</td> </tr> <tr> <td>KTI</td> <td>3.07</td> </tr> <tr> <td>NOLA</td> <td>2.2</td> </tr> <tr> <td>FA24 Agg = 2.54</td> <td>NOLA</td> <td>2.54</td> </tr> <tr> <td rowspan="2">SP25 Agg = 3.28</td> <td>NOLA</td> <td>2.15</td> </tr> <tr> <td>ONL</td> <td>3.69</td> </tr> <tr> <td>SU25 Agg = 3.9</td> <td>ONL</td> <td>3.9</td> </tr> <tr> <td rowspan="2">FA25 Agg = 2.47</td> <td>LCIW</td> <td>2.7</td> </tr> <tr> <td>NOLA</td> <td>2.23</td> </tr> </tbody> </table> <p>Aggregate SS = 3.44 BENCHMARK MET</p> <table border="1" data-bbox="978 997 1461 1414"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="3">SP24 Agg = 3.05</td> <td>ANG</td> <td>3.3</td> </tr> <tr> <td>NOL</td> <td>2.9</td> </tr> <tr> <td>ONL</td> <td>3.6</td> </tr> <tr> <td rowspan="3">FA24 Agg = 3.76</td> <td>MCIW</td> <td>4.0</td> </tr> <tr> <td>NOLA</td> <td>3.6</td> </tr> <tr> <td>ONL</td> <td>3.67</td> </tr> <tr> <td rowspan="3">SP25 Agg = 3.36</td> <td>NOLA</td> <td>3.6</td> </tr> <tr> <td>ONL</td> <td>3.3</td> </tr> <tr> <td>WHIT</td> <td>3.1</td> </tr> <tr> <td>SU25 Agg = 3.4</td> <td>HYB</td> <td>3.4</td> </tr> <tr> <td rowspan="3">FA25 Agg = 3.57</td> <td>MSP</td> <td>3.54</td> </tr> <tr> <td>NOLA/CIV</td> <td>3.85</td> </tr> <tr> <td>ONL</td> <td>3.35</td> </tr> </tbody> </table>	TERM	LOCATION	SCORE	SP24 Agg = 2.97	FLEX	3.3	KTI	3.07	NOLA	2.2	FA24 Agg = 2.54	NOLA	2.54	SP25 Agg = 3.28	NOLA	2.15	ONL	3.69	SU25 Agg = 3.9	ONL	3.9	FA25 Agg = 2.47	LCIW	2.7	NOLA	2.23	TERM	LOCATION	SCORE	SP24 Agg = 3.05	ANG	3.3	NOL	2.9	ONL	3.6	FA24 Agg = 3.76	MCIW	4.0	NOLA	3.6	ONL	3.67	SP25 Agg = 3.36	NOLA	3.6	ONL	3.3	WHIT	3.1	SU25 Agg = 3.4	HYB	3.4	FA25 Agg = 3.57	MSP	3.54	NOLA/CIV	3.85	ONL	3.35	<p>Previous action plan completion:</p> <p>AP 1 for IC: This action plan was completed each semester by Dr. Osborn.</p> <p>AP 2 for IC: This action plan was completed partially. For some—but not all—semesters, syllabi included a note that the oral presentation was an embedded assignment. Furthermore, the rubric was not included in all Canvas shells. There was some miscommunication between the PC and Dr. Osborn about who was to complete this task.</p> <p>AP for SS: Dr. Vandercook emailed all SS instructors, including at the prisons, to remind them of the expectations for the embedded assignments for SS. She sent them the oral presentation rubric and reminded them that they had to score the students with that rubric <i>at the time they gave their presentation</i>. She emailed instructors prior to the start of the semester (on 11/12/25), at the mid-point of the semester (on 3/4/2026), and near the end of the semester (on 4/20/26) to remind them of expectations. The Director of Institutional Effectiveness and the Associate Dean of Leavell College were copied on the emails.</p> <p>New Benchmarks:</p> <p>The BM for IC should be kept at 2.0 since this assignment is a new Gen Ed assessment</p>
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	<p>rubric—a miscommunication between KTI and KLM.</p> <p>2. Previous benchmarks were based on a percentage of students scoring a certain number on the rubric. However, when LC approved the new Gen Ed assessment plan, the benchmarks were set as the overall composite score. Those composite scores were available from the previous Gen Ed jury and are provided here.</p> <p>3. The Intro to Counseling presentation was added to this assessment grid after the semester had started, and there was a lack of communication with some instructors to complete the oral presentation rubric while students were presenting.</p> <p>Previous action plans for direct measures:</p> <p>AP for Intro to Counseling: The lead course instructor will reiterate with adjuncts the need to complete the oral presentation rubrics as students present. This contact will happen at the beginning and middle of each semester.</p> <p>AP for Intro to Counseling: In the syllabus, a note will be added to let students know that the oral presentation is an embedded assignment. Additionally, the assessment rubric will be posted in the course Canvas shell so students will know how their presentations will be assessed.</p> <p>AP for SS: The PC will work with directors of prison programs to remind them to</p>	<p>New reflection on direct measures:</p> <p>Intro to Counseling: <u>The overall aggregate increased from 2.5 to 3.03.</u> NOLA sections did much lower than online; Per Dr. Osborne, not all students choose to do the presentation and would rather lose the 15% for the presentation grade</p> <p>Senior Seminar: <u>The overall aggregate increased from 3.37 to 3.44.</u> Per Dr. Vandercook, because students at the prisons cannot record their oral defenses, the instructors teaching SS at the prisons have to complete the oral presentation rubrics. The scores ranged from 3.1 (Whitworth SP25) to 4.0 (MCIW FA24). This wide range of scores might mean that the instructors don't have a good sense of how to use the rubric such that a score of 4 is reserved for excellent presentations. Another observation is that the low NOLA score for SP24 likely is a result of the random selection of rubrics since other NOLA sections were much higher.</p>	<p>artifact. Also, students in Intro to Counseling still seem reluctant to complete this assignment, so keeping the score at 2.0 will allow us to look at trends across semesters. The new BM for SS will be 3.25.</p> <p>New Action Plans:</p> <p>AP 1: Use the LC oral presentation rubric to score the oral presentation in College and Vocation so that students are used to seeing the rubric. Additionally, students will use this same rubric for their peer review of oral presentations in C&V. Prior to the start of the FA26 semester, Dr. Callahan will ensure that all instructors for C&V understand this expectation.</p> <p>AP 2: Two of four online Classics courses online use video discussion for the discussion board to provide students more opportunities for oral presentation; this requirement will be added to a 3rd classics course. Dr. Doughty will work with Classics instructors during the</p>
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<p>Indirect Measures</p> <p>1. General Education Questionnaire item 2 given in <i>College and Vocation</i>.</p> <p>2. General Education Questionnaire item 2 given in <i>Senior Seminar</i>.</p>	<p>collect and submit all artifacts for the course. This reminder will happen at the beginning and middle of each semester.</p> <p>1. Aggregate score of 4.25 on Gen Ed question 2 (set during 2024 jury)</p> <p>2. Aggregate score of 4.25 on Gen Ed question 2 (set during 2024 jury)</p>	<p>Aggregate C&V = 3.8 BENCHMARK NOT MET</p> <table border="1"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="4">SP24 Agg = 3.74</td> <td>HARDEE</td> <td>3.73</td> </tr> <tr> <td>PARCHMAN</td> <td>3.42</td> </tr> <tr> <td>NOLA</td> <td>3.56</td> </tr> <tr> <td>ONL</td> <td>4.25</td> </tr> <tr> <td rowspan="4">FA24 Agg = 3.77</td> <td>LCIW</td> <td>4.11</td> </tr> <tr> <td>C2</td> <td>3.00</td> </tr> <tr> <td>NOLA</td> <td>2387</td> </tr> <tr> <td>ONL</td> <td>2.09</td> </tr> <tr> <td rowspan="3">SP25 Agg = 3.49</td> <td>NOLA</td> <td>3.82</td> </tr> <tr> <td>ONL</td> <td>4.15</td> </tr> <tr> <td>NGA</td> <td>2.5</td> </tr> <tr> <td rowspan="4">FA25 Agg = 4.18</td> <td>CW</td> <td>4.29</td> </tr> <tr> <td>KTI</td> <td>4.67</td> </tr> <tr> <td>NOLA</td> <td>3.62</td> </tr> <tr> <td>ONL</td> <td>4.12</td> </tr> </tbody> </table> <p>Aggregate SS = 4.59 BENCHMARK MET</p> <table border="1"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="3">SP24 Agg = 4.6</td> <td>ANG</td> <td>4.36</td> </tr> <tr> <td>NOL</td> <td>4.89</td> </tr> <tr> <td>ONL</td> <td>4.55</td> </tr> <tr> <td rowspan="3">FA24 Agg = 4.78</td> <td>MCIW</td> <td>--</td> </tr> <tr> <td>NOLA</td> <td>4.80</td> </tr> <tr> <td>ONL</td> <td>4.75</td> </tr> <tr> <td rowspan="3">SP25 Agg = 4.55</td> <td>NOLA</td> <td>4.1</td> </tr> <tr> <td>ONL</td> <td>5.0</td> </tr> <tr> <td>WHIT</td> <td>--</td> </tr> <tr> <td>SU25 Agg = 4.67</td> <td>HYB</td> <td>4.67</td> </tr> <tr> <td rowspan="3">FA25 Agg = 4.34</td> <td>MSP</td> <td>3416</td> </tr> <tr> <td>NOLA/CIV</td> <td>4.25</td> </tr> <tr> <td>ONL</td> <td>4.62</td> </tr> </tbody> </table>	TERM	LOCATION	SCORE	SP24 Agg = 3.74	HARDEE	3.73	PARCHMAN	3.42	NOLA	3.56	ONL	4.25	FA24 Agg = 3.77	LCIW	4.11	C2	3.00	NOLA	2387	ONL	2.09	SP25 Agg = 3.49	NOLA	3.82	ONL	4.15	NGA	2.5	FA25 Agg = 4.18	CW	4.29	KTI	4.67	NOLA	3.62	ONL	4.12	TERM	LOCATION	SCORE	SP24 Agg = 4.6	ANG	4.36	NOL	4.89	ONL	4.55	FA24 Agg = 4.78	MCIW	--	NOLA	4.80	ONL	4.75	SP25 Agg = 4.55	NOLA	4.1	ONL	5.0	WHIT	--	SU25 Agg = 4.67	HYB	4.67	FA25 Agg = 4.34	MSP	3416	NOLA/CIV	4.25	ONL	4.62	<p>August 2026 LC workshop to require an oral presentation and score it using the rubric.</p> <p>New AP for indirect measures: New BM for College and Vocation is 3.0.</p>
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Student Learning Outcome #3—Written Communication: Students will communicate effectively in writing across a variety of contexts.

Alignment to Mission Statement/Strategic Plan: Servanthood, Devotion, Proclamation, and Mission—Servants who are prepared to walk with Christ, proclaim His truth, and fulfill His mission should be able to write effectively.

Measures (means of program assessment)	Criteria for Success (benchmark set last cycle)	Results (report, summarize, reflect)—disaggregate by location and semester	Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle’s action plans)																																					
<p>Direct Measures</p> <p>1. Composite score on the LC Written Communication rubric applied to the <i>Research and Writing/English Comp 2</i> final paper.</p>	<p>1. Aggregate composite score of 2.5 of 4 on the LC Written Communication rubric (set during 2024 jury)</p>	<p>Aggregate R&W/EC2 = 2.93 BENCHMARK MET</p> <table border="1" data-bbox="978 695 1463 1143"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="2">SP24 Agg = 3.22</td> <td>NOLA</td> <td>2.93</td> </tr> <tr> <td>ONL</td> <td>3.08</td> </tr> <tr> <td rowspan="4">FA24 Agg = 2.66</td> <td>NOLA</td> <td>3.12</td> </tr> <tr> <td>ONL</td> <td>2.27</td> </tr> <tr> <td>SPAN</td> <td>2.45</td> </tr> <tr> <td>WHIT</td> <td>3.1</td> </tr> <tr> <td rowspan="3">SP25 Agg = 3.07</td> <td>HAR</td> <td>2.85</td> </tr> <tr> <td>NOLA</td> <td>3.52</td> </tr> <tr> <td>ONL</td> <td>2.96</td> </tr> <tr> <td rowspan="5">FA25 Agg = 2.75</td> <td>ANG</td> <td>2.65</td> </tr> <tr> <td>LCIW</td> <td>2.9</td> </tr> <tr> <td>MCIW</td> <td>2.44</td> </tr> <tr> <td>MSP</td> <td>2.57</td> </tr> <tr> <td>NOLA</td> <td>3.55</td> </tr> <tr> <td>ONL</td> <td>3.15</td> </tr> </tbody> </table>	TERM	LOCATION	SCORE	SP24 Agg = 3.22	NOLA	2.93	ONL	3.08	FA24 Agg = 2.66	NOLA	3.12	ONL	2.27	SPAN	2.45	WHIT	3.1	SP25 Agg = 3.07	HAR	2.85	NOLA	3.52	ONL	2.96	FA25 Agg = 2.75	ANG	2.65	LCIW	2.9	MCIW	2.44	MSP	2.57	NOLA	3.55	ONL	3.15	<p>Previous action plan completion: AP for R&W: The course was renamed English Composition 2, at which time specific lectures were added on library use and specific class sessions were held in the library. An additional course lecture on integrating source material into papers was added. This was completed prior to the start of the FA24 semester. AP for SS: Dr. Vandercook, the instructor of record for SS, added the lecture on senior-level writing to the course syllabus prior to the FA24 semester.</p> <p>New Action Plans: AP for EC2: College faculty and advisors are pushing students to take English Comp 2 early in the advising sequence. Scores could be lower as a result since students will not have written as many papers. To combat this potential issue, Dr. Vandercook will review with LC the written communication</p>
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2. Composite score on the LC Written Communication rubric applied to the *Senior Seminar* senior thesis.

2. Aggregate composite score of 2.75 of 4 on the LC Written Communication rubric (set during 2024 jury)

Previous reflection for direct measures:

1. Data for SS for FA21 is missing; the resignation of KLM, the person responsible for gathering the data, and the inability to retrieve any data from her files is the main cause. Also, the KTI program assessed the artifacts using an old rubric—a miscommunication between KTI and KLM.
2. Previous benchmarks were based on a percentage of students scoring a certain number on the rubric. However, when LC approved the new Gen Ed assessment plan, the benchmarks were set as the overall composite score. Those composite scores were available from the previous Gen Ed jury and are provided here.
3. The expectation is that students in SS would score better on the writing rubric since SS is a capstone course as opposed to R&W, which is a 2000-level course. However, many students delay taking R&W until the semester before SS, so they are not practicing their writing skills sufficiently to grow as writers. The Gen Ed committee wants to monitor the scores semester by semester to

Aggregate Senior Seminar = 3.06
BENCHMARK MET

TERM	LOCATION	SCORE
SP24 Agg = 3.22	ANG	3.4
	NOL	3.3
	ONL	3.0
FA24 Agg = 3.2	MCIW	3.4
	NOLA	2.8
	ONL	3.4
SP25 Agg = 2.58	NOLA	2.87
	ONL	2.55
	WHIT	2.2
SU25 Agg = 3.27	HYB	3.27
FA25 Agg = 3.05	MSP	3.31
	NOLA/CIV	3.85
	ONL	3.35

New Reflection:

1. For R&W/EC2, [the aggregate score increased from 2.71 to 2.93 for this jury period](#). Three of the disaggregated scores did not meet the benchmark: ONL and SPAN for FA24 and MCIW for FA25. The scores were not substantially below the benchmark. For all but one of the terms, the NOLA section scored higher than the ONL section.
2. For SS, [the aggregate score increased from 2.58 to 3.06, quite a jump](#). However, per the 2024 jury, this could be an anomaly since the 2024 SS score were lower than the 2024 RW scores. The SP25 aggregate score of 2.58 did not meet the

rubric during the 2026 LC fall workshop so they will know the expectation for writing at NOBTS and LC and can remind students of the expectation. The rubric also will be shared with adjuncts teaching EC2 at the prisons and will be placed in Canvas shells so students will be aware of the expectations for writing.

AP for EC2: Dr. Vandercook will meet with Dr. Browning, who will assume some of the responsibility for the English course sequences, to review English Comp 1 and English Comp 2 for potential course revisions. This meeting will happen in the fall of 2026.

Benchmarks will remain the same to see if the new measures put in place result in upward trends in the data.

<p>Indirect Measures 1. General Education Questionnaire item 3 given in <i>College and Vocation.</i></p>	<p>see if this trend continues. The SS benchmark was barely met.</p> <p>Previous actions for direct measures: New BM for R&W: 2.5 AP: The PC teaches R&W and will be revising the course slightly to focus more on actual research skills, which should enhance students' ability to think critically. The revision should be completed by August 1, 2024. New BM for SS: 2.75 AP: The PC is the instructor for SS. She will focus one lecture on the expectations for senior-level writing. This added lecture will be implemented in the fall 2024 semester. New BM for indirect measure: 4.25</p> <p>1. Aggregate score of 4.25 on Gen Ed question 3 (set during 2024 jury)</p>	<p>benchmark, but the low Whitworth score accounts for this. Whitworth students took SS the semester immediately following R&W, so they did not have an opportunity to practice the skills prior to writing their senior papers. For all but one of the reporting semesters, NOLA scores were higher than ONL scores, which seems to be a trend even though the same person is completing the assessment rubrics for all sections of the course.</p> <p>Aggregate C&V = 3.84 BENCHMARK NOT MET</p> <table border="1" data-bbox="982 922 1463 1372"> <thead> <tr> <th>TERM</th> <th>LOCATION</th> <th>SCORE</th> </tr> </thead> <tbody> <tr> <td rowspan="4">SP24 Agg = 3.83</td> <td>HARDEE</td> <td>3.91</td> </tr> <tr> <td>PARCHMAN</td> <td>3.62</td> </tr> <tr> <td>NOLA</td> <td>3.59</td> </tr> <tr> <td>ONL</td> <td>4.19</td> </tr> <tr> <td rowspan="4">FA24 Agg = 4.06</td> <td>LCIW</td> <td>4.39</td> </tr> <tr> <td>CW</td> <td>4.00</td> </tr> <tr> <td>NOLA</td> <td>3.93</td> </tr> <tr> <td>ONL</td> <td>3.93</td> </tr> <tr> <td rowspan="3">SP25 Agg = 3.37</td> <td>NOLA</td> <td>3.57</td> </tr> <tr> <td>ONL</td> <td>4.04</td> </tr> <tr> <td>NGA</td> <td>2.5</td> </tr> <tr> <td rowspan="4">FA25 Agg = 4.11</td> <td>CW</td> <td>4.0</td> </tr> <tr> <td>KTI</td> <td>4.67</td> </tr> <tr> <td>NOLA</td> <td>3.55</td> </tr> <tr> <td>ONL</td> <td>4.22</td> </tr> </tbody> </table>	TERM	LOCATION	SCORE	SP24 Agg = 3.83	HARDEE	3.91	PARCHMAN	3.62	NOLA	3.59	ONL	4.19	FA24 Agg = 4.06	LCIW	4.39	CW	4.00	NOLA	3.93	ONL	3.93	SP25 Agg = 3.37	NOLA	3.57	ONL	4.04	NGA	2.5	FA25 Agg = 4.11	CW	4.0	KTI	4.67	NOLA	3.55	ONL	4.22	<p>New AP for indirect measures: New BM for College and Vocation is 3.0.</p>
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2. General Education
Questionnaire item 3 given in
Senior Seminar.

2. Aggregate score of
4.25 on Gen Ed question
3 (set during 2024 jury)

Aggregate SS = 4.72
BENCHMARK MET

TERM	LOCATION	SCORE
SP24 Agg = 4.48	ANG	4.0
	NOL	4.89
	ONL	4.55
FA24 Agg = 4.87	MCIW	--
	NOLA	4.73
	ONL	5.0
SP25 Agg = 4.85	NOLA	4.9
	ONL	4.8
	WHIT	--
SU25 Agg = 5.0	HYB	5.0
FA25 Agg = 4.39	MSP	4.16
	NOLA/CIV	4.5
	ONL	4.52

New reflection on results for indirect measures:

For some reason, the jury members on the previous jury set the same benchmark for both C&V and SS. However, doing so makes no sense since students taking C&V are in their first year of college while students taking SS are in the final year of college. The expectation that freshman would feel the same as seniors about their ability to communicate in writing makes no sense. It thus explains why the C&V aggregate score did not meet the benchmark but the SS aggregate score did. As this measure is new, there were no previous scores against which to compare the results.

Executive Summary: General Education in Leavell College continues to evolve. During the jury, jury members discussed whether or not to continue with oral communication as a gen ed competency, given that we have no courses specific to “speech” or oral communication, nor does there seem to be a concerted effort to teach the specific skills being assessed. The recognition of this weakness may result in a change to the gen ed competencies; more likely, this recognition will result in a plan to teach the skills necessary for success in speaking. Since ministry requires people to interface orally with others, this skill is important. The jury also indicated the need to review the curriculum map for gen ed competencies. A revised curriculum map may help LC faculty to be more intentional in teaching the skills needed for competency. The goal should be for students in the capstone course to have had instruction and practice in critical thinking, oral communication, and written communication.

Note: in the previous executive summary, the jury indicated that assessment of artifacts for gen ed should be spread out to other teachers rather than relying on Dr. Vandercook to assess them all. However, this did not occur.